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ABSTRACT

The special materials provided in this document are intended for use with the related guides (see related note), which focus on assisting any school or school district in planning and managing a system for involving the local community in career education activities for the K-12 grade levels. Three basic types of special materials are included: reproducible forms; optional samples, intended to provide a suggested format and wording to be adapted to individual needs; and the recruitment survey (for identifying and recruiting volunteer resources) which may be ordered in printed quantities (availability information is included). Each form or sample is preceded by an explanation of its intended use in the community resource involvement effort. General areas of activity for which samples and forms have been provided include recruiting materials, recordkeeping materials, teacher/student planning materials, activity-related materials, and evaluation tools and techniques. Approximately half of the document is comprised of twenty-four worksheets, which are idea-starters for helping teachers think of career education activities and community resources in their subject areas. Each sheet (1) features one topical area and suggests career ideas students might explore in it, (2) can be used at any grade level, (3) suggests typical community resources (people, places, and organizations) that might be used in planning, (4) demonstrates how careers cut across all school disciplines, and (5) allows freedom to work in new adaptations. (TA)

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Special Materials

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CE 014 259

Washington State Community Resource System
for Career Education

**Superintendent of Public Instruction, Dr. Frank B. Brouillet,
Old Capitol Building, Olympia, WA. 98604**

Superintendent of Public Instruction

DR. FRANK B. BROUILLET · OLD CAPITOL BLDG., OLYMPIA, WASH. 98504

The WASHINGTON STATE COMMUNITY RESOURCE SYSTEM FOR CAREER EDUCATION was developed in a special project for the Office of the Superintendent of Public Instruction, by Toner & Associates, Inc., Seattle, Washington with the advice of the Community Support Task Force for Career Education.

The GUIDE AND MATERIALS developed for this system were produced by the Northwest Regional Educational Laboratory, 710 S.W. Second, Portland, Oregon 97204 in cooperation with Toner & Associates, Inc.

This work is submitted in confidence and has not yet been published. The recipient receives the work in confidence and will use the same only for the purpose for which it is tendered.

The work contained herein has been developed pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the Institute should be inferred.

Contents

All forms and samples in this set of materials are individually introduced by cover sheets explaining how they can be used. Suggestions for duplication options are given where appropriate. (Also see the introduction to these materials for detailed instructions for duplication.) You will want to review all these materials to evaluate their applicability to your specific program needs.

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The Community Resource System for Career Education

THE WASHINGTON STATE COMMUNITY RESOURCE SYSTEM FOR CAREER EDUCATION is a compendium of materials including ideas, guidelines and methods that can assist any school or school district in planning and managing a system for involving working adults from the local community in career education activities for students in grades kindergarten through twelve. It is designed to be adaptable to existing programs.

These SPECIAL MATERIALS are part of a larger package which includes:

THE COMMUNITY RESOURCE COORDINATOR'S GUIDE

A handbook including suggestions, guidelines and techniques for use by the individual responsible for coordinating a local community resource system from initial planning and organization through implementation and evaluation.

THE TEACHER'S GUIDE

A handbook including information, ideas and methods to help the teacher effectively utilize community resources in career education. The focus is on relationships between curriculum subject areas and careers. Suggestions concerning activity preparation and responsibilities are included.

THE EVERGREEN PAGES

A statewide directory of information listing statewide resources that may be found in a local school district. Included are suggested formats for organizing a local directory and central file of community resources.

COMMUNITY RESOURCE PERSON'S GUIDE

A handbook designed to make it easier for people in the community to volunteer their resources and share their career knowledge, information and experiences with students at all grade levels.

PURPOSE OF THE SPECIAL MATERIALS

The special materials provided in this section of the Washington State Community Resource System are intended to help save time and effort for everyone involved in developing, maintaining and using the system including the teacher, the resource coordinator, students and community resources.

The materials should be reviewed to evaluate their applicability to your specific program needs. You may want to use them exactly as provided or you may wish to use them as guides or references for developing your own materials.

Three basic types of special materials are included: (1) Reproducible Forms--which may simply be removed from the package and duplicated, (2) Optional Samples (marked "sample")--are intended to provide a suggested format and wording to be adapted to your needs and clearly should not be duplicated in present form and (3) The Recruitment Survey--which may be ordered in printed quantities from the Office of the Superintendent of Public Instruction.

Each form or sample is preceded by an explanation of its intended use.

General areas of activity for which samples and forms have been provided include:

Recruiting materials--samples and forms for use in your search for people and places to include in your local directory and resource file.

Recordkeeping materials--forms for use in developing and maintaining the local resource directory and central file and record

Teacher/student planning materials--forms and samples (including 24 subject worksheets found at the end of this section) to help teachers and students analyze how best to utilize community resources to meet career-related curriculum objectives.

Activity-related materials--forms and samples for use in preparing for specific activities.

Evaluation tools and techniques--forms and samples for evaluating resources and activities for teachers, students and community resources.

HOW CAN THE FORMS BE REPRODUCED?

How you reproduce the forms will depend on your school or district printing capabilities. Your particular school or district may have a print shop with offset presses and personnel who will be able to facilitate the process for you. If not, you can use your school's mimeograph or spirit duplicating ("ditto") machine. If you have a mimeograph you may also have a stencil scanner for making masters. Similarly, if you have a spirit duplicator you should have a thermal copying unit for making thermal ditto masters. Both the stencil scanner and the thermal copier will work quite well with the forms supplied here and can provide usable masters for making multiple copies.

Involve Your Students

You may be able to use learning activities that will involve some students in the printing processes necessary to reproduce these forms. If your school has classes in business/office procedures or printing/graphics techniques, students from either of these areas might welcome a chance to work on something that is directly related to their school.

Local Printers Can Help

Consider asking your local printers for help. A print shop can be a valuable community resource. Giving your business to a participating site could be good public relations for the program.

HOW CAN THE FORMS BE MADE READY FOR PRINTING?

The following suggestions are offered to school staff to aid in reproducing forms:

1. The reproducible forms supplied in these materials can be removed for copying and should be filed back in this section. The punched holes should be masked over before you reproduce the form. Be sure to clean up any finger prints or smudges that may be on the page.

2. Also at this time you may wish to change some of the copy on the form to better match your program's procedures.

3. Most of the forms are set up so they will appear on a "right side" page with margin on the left for three-hole punching by staff or students.

THE COMMUNITY RESOURCE PERSON'S RECRUITMENT SURVEY

(identifying and recruiting potential resources)

SURVEY ORDER FORM

The following format for the community resource person's recruitment survey can be used as a model for local recruitment or can be ordered from the Office of the Superintendent of Public Instruction already printed. To order, use a copy of the order form letter provided. Allow two weeks for delivery.

For use by: The system overseer or Community Resource Coordinator for your local program will probably be responsible for identifying and recruiting volunteer resources and, as such, would be the primary user of these forms. It is unlikely that individual classroom teachers would make direct use of these forms and, in fact, their doing so might prove counter-productive to the overall program. As with all materials in this section, planned and coordinated use is essential.

What is Career Education?

CAREER EDUCATION is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

CAREER EDUCATION includes, but is not limited to, learning experiences in the following areas as they relate to work:

> Appreciation and attitudes - Self awareness - Decision making - Educational awareness - Career awareness - Economic awareness - Skill awareness - Employability skills

CAREER EDUCATION should be an integral part of **all** classes as teachers try to help students apply knowledge to real-life situations and provide students with the kinds of information and experiences that will help them to make decisions about "next steps" in preparing for the world of work.

CAREER EDUCATION is part of a career development process that begins in the preschool years and extends through adulthood.

What is the Purpose of Developing a Career Education Community Resource System?

CAREER EDUCATION recognizes that the community can be a classroom. We are seeking ways in which educators, business, labor, industry, government, professions, parents and other groups and individuals in the community can work together to help provide students with more realistic information about the world of work and help them to make career decisions. We are attempting to make it as easy as possible for the community to become involved, without requiring a disproportionate amount of time and effort.

What is a community resource person?

You, your co-workers, your employer, spouse, friends and neighbors — virtually any adult with demonstrated experience in any field of human endeavor who is willing to help students learn something about that career area.

A community resource person is someone who is willing to give a little time to students — whether it's talking to a class, serving on a seminar panel, providing the schools with a film, or hosting students in a workplace.

Your resource efforts are entirely voluntary and the emphasis is always on education.

What's the advantage to young people?

- They find out the value of schoolwork — how what they learn now is applied later.
- They get a taste of what will be expected if they choose your kind of career, and how to prepare for it.
- They understand how work underlies our society, whether the collars are blue or white.
- They are able to make decisions based on realism instead of fantasy.

What's the advantage for you?

- Satisfaction of helping young people reach their full potential and consider all their options.
- More productive employees for you or another employer, persons with greater understanding of themselves, of their responsibilities to other people, of what the world of work is all about, and how to become a part of it.
- Better communication with young people and the community about your organization and what it is trying to accomplish.

What will it cost?

Time. Maybe some materials or equipment. But most of all a real interest in young people and their individual growth.

What kind of help can you expect?

This project will share techniques for community support in Career Education. Educators will receive helpful tips on how to utilize the resources of a community, and people like yourself will be provided with suggestions on how to respond to requests to participate in Career Education activities, whether it's for a fifth grade class or a senior high modern problems seminar.

Isn't the third grade a little early to choose a career?

Definitely. And some people are still looking for the right career after high school and college. We see career development as a continuing process which must begin early with greater awareness of individual interests and later moves into an exploration of various career options before a person settles on one broad career area. It's dangerous to get locked-in to one narrow job in today's society where job flexibility and adaptability are so important. Career education seeks to provide broad life skills that will help young people enter and suceed in the world of work.

Career Education Co

Name of Organization/Business ______________________

Address ______________________

____

Contact Person(s) ______________________
(one who would be responsible for planning or coordinating with the school)

1. Is your organization/business currently involved in any school program?

☐ Yes ☐ No

If yes, please explain: ______________________

____

____

2. How informed do you feel you are about career education?

(1) ☐ Very Informed
(3) ☐ Not very informed
(2) ☐ Somewhat informed
(4) ☐ Very uninformed

3. How well informed do you feel students are about career or job choices when they graduate from high school?

(1) ☐ Very Informed
(3) ☐ Not very informed
(2) ☐ Somewhat informed
(4) ☐ Very uninformed

4. Would you or your organization/business like to know more about career education programs in our public schools?

☐ Yes ☐ No, Please Explain ______________________

____

mmunity Resource Survey

The following list describes briefly types of activities in which community resources may be interested in participating. For each activity listed, space is provided to indicate your interest and explain and special conditions which may apply. Please check ✓ those activities in which you are interested and provide the information requested for each as appropriate to your situation.

	INTERESTED IN PARTICIPATING	WEEK/DAYS PRIOR NOTIFICATION REQUIRED	BEST DAYS/ MONTHS	TIME OF DAY	SPECIAL REQUIREMENTS OR CONSIDERATION
EXAMPLE:	✓	2 WKS.	MON.-FRI.	ANY	NO MORE THAN 20 AT A TIME
a) Brief field trips for students and/or at your workplace.					
b) Informal counseling with students about career opportunities (e.g., school-sponsored career days or job fairs).					
c) Classroom presentations whereby you or someone from your workplace participate in the school by discussing your work.					
d) Serving on an advisory committee or task force concerned with career education activities.					
e) Acceptance of students, in groups or individually, at your workplace for work observation interviews.					
f) Providing schools with information, materials and/or equipment for use in career education related curricula.					
g) Allocation of funds for special school programs relating to career education.					

h) Other/or comments (specify). ____________________

____

____

6. Approximately how many people does your business or organization employ or represent? ____________

7. How many locations does your business or organization have in this area? ____________

8. Name and position or title of the person who completed this questionnaire:

____

NAME POSITION PHONE

9. What do you consider to be the major purpose or function of your business or organization?

____

____

10. Many businesses have within them a variety of occupations which may provide a significant learning opportunity for students. Please list below any occupations in which you think you have the resources to provide a learning experience for students.

____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

Thank you for taking time to respond!

If you would like additional information about career education and/or this project, please contact:

RETURN TO:

Dr. Frank B. Brouillet
Superintendent of Public
Instruction
Old Capitol Building
Olympia, Washington 98504

Attn: Mr. Dick Lutz
Supervisor for Career
Education

Dear Mr. Lutz:

Please furnish __________ copies of the Washington State Community Resource recruitment flyer to:

Name ______________________________

Address ______________________________

______________________________ Zip

Phone ______________________________

Thank you very much.

Sincerely,

COMMUNITY RESOURCE RECRUITMENT SURVEY ORDER FORM

SAMPLE LETTERS

(introducing your program)

...to prospective resource people

...to parents

...to school staff

...to secondary school students

Depending on the scope and nature of your community resource survey you may find use for letters introducing your new program and soliciting community involvement.

For use by: Again, planned and coordinated use is essential. The Community Resource Coordinator would probably be the sole user of the prospective resource letter while use of the other three sample letters might become the classroom teachers' responsibility.

SAMPLE LETTER TO PROSPECTIVE RESOURCE PEOPLE

(on school stationery)

SAMPLE

Dear ______________________________:

The enclosed brochure is being mailed to businesses, associations, labor unions and other groups and individuals in our community in an effort to determine the types of activities in which you participate or would be interested in participating as they relate to career education.

Washington State has the unique opportunity to be one of the first states in the nation to develop a statewide program which will help both educators and the community to better prepare all students for decisions they must make with respect to choosing careers. The experience necessary to help students prepare for their future life role is not totally available in the classroom and requires the knowledge, experience and expertise from people like you who are presently active in the working world.

It is our hope that you may be interested in sharing experiences with students at Roosevelt High School either by coming to the school or meeting them at your place of work.

Please let us know by answering the questions on the enclosed brochure. Or, if you'd like to talk with someone about the program, please call *(program coordinator)* at *(telephone)*. Thanks for your time and consideration. We hope to hear from you soon.

Sincerely,

Community Resource Coordinator
Roosevelt High School

SAMPLE LETTER TO PARENTS

SAMPLE

Dear Parents of ______________________________:

Roosevelt High School is offering an exciting new emphasis in its curriculum called career education. The program relies on resources from the community to help students understand what career opportunities are available to them, to involve them in planning their own education and to help them see how what they learn in school relates to what they will need as adults.

Parent participation is a vital ingredient in our program. Please fill out the questionnaire at the bottom of this page and return it in the enclosed envelope as soon as you can.

Thanks for your help in making this program a success.

Sincerely,

Community Resource Coordinator
Roosevelt High School

- -

1. Name ____
   Address ____
   Phone (home) ____________________ (work) ____________________
2. What kind of occupations have you had that you would be willing to talk about with students?
3. Do you have any special skills or hobbies?
4. If you are employed outside the home, would you be willing to talk with your employer about participating in the program (for example, your employer allowing you to show students what you do at your job site)?

THANK YOU FOR YOUR HELP AND YOUR TIME!

SAMPLE LETTER TO SCHOOL STAFF

Dear Colleague:

To augment our career education community resource file, we would like to find out what skills and talents are hidden in our own ranks. The information we are asking for below will be integrated into the central resource file (located in the library) so that you can easily find these in-house resources to expand your classes' experiences.

Please help us by filling out the information requested and returning this sheet to me.

Thanks,

Community Resource Coordinator

SAMPLE

1. Name:

2. Other jobs you've had (specify separate functions where appropriate):

3. Licenses, authorizations you have (e.g., WSI for swimming instructors):

4. Other skills or interests (e.g., coaching Little League, carpentry, cooking):

SAMPLE LETTER TO SECONDARY SCHOOL STUDENTS

Dear Student at Roosevelt High School:

Career education is here! We need your help to make it work for you! Career education means you learning about the world outside of Roosevelt High School. It means learning about job opportunities and new ways to think about your future.

SAMPLE

Help us find resources that will help you learn about what you want to know about. Think about what you really want to do after high school.

- Do you know someone who makes fiberglass sports car bodies? Someone who plays music you like? Who do you know who might be willing to talk about the kind of work they do? Let us know.
- Are you interested in learning about some special kind of career or activity that we don't have resources for yet?
- Do you have skills or talents that you might be willing to talk with other students about (like being able to teach beginning music or dance lessons), or experiences from summer jobs you could share (like office skills or working with kids)?

WHAT DO YOU KNOW? WHAT DO YOU WANT TO KNOW? Put your suggestions and comments in the box in the main hall by the office, or come in and talk with me about it.

---- Community Resource Coordinator

SAMPLE RESPONSES
(to responses from your survey)

...to a positive resource response

...to a negative resource response

...to a survey nonrespondent

Regardless of the form you use, you will want to respond to all recipients of your survey, whether they have responded or not. The samples provided suggest some of the kinds of follow-through ideas you may want to consider.

For use by: Generally the person responsible for distributing the survey instrument should also follow up and respond to it. In most local programs this is the Community Resource Coordinator--the system overseer. Rarely, if ever, would classroom teachers individually mail out survey responses.

SAMPLE LETTER TO A POSITIVE RESOURCE RESPONSE

(on school stationery)

SAMPLE

Dear ______________________________:

Thank you for expressing your interest in our career education program! Your support will help young people realize what your world is all about before they make career choices and educational decisions for themselves.

Here's what will happen next: your availability is being noted in our active files. When students and teachers reach a point where your input would be helpful, you'll be contacted. If you have a question in the meantime, don't hesitate to give us a call at *(telephone)* .

Thank you for your time and interest.

Sincerely,

Community Resource Coordinator
Roosevelt High School

SAMPLE LETTER TO A NEGATIVE RESOURCE RESPONSE

(on school stationery)

SAMPLE

Dear ______________________

We appreciate your responding to our career education survey. Although we need the involvement of people like yourself, we know that sometimes it is not possible to participate. Perhaps you will join us sometime in the future.

Meanwhile, if you would like more information about the program or if you would like to speak to someone about specific questions you have, please feel free to call or write me.

Thank you for your time and consideration.

Sincerely

Community Resource Coordinator
Roosevelt High School
(telephone)

SAMPLE POSTCARD TO A SURVEY NONRESPONDENT

Dear ______________________________:

Just a reminder. Recently you received a survey regarding community involvement in school programs for career education. Please take a minute to read it over, answer the few questions and drop it in the mail to us soon. If you have misplaced the brochure, please call the Career Education Office at *(telephone)* and ask for another.

If you would like more information about the program or have specific questions, please let us know.

Sincerely,

Community Resource Coordinator
Roosevelt High School

SAMPLE

LOCAL EVERGREEN PAGE FORMAT

The following sample format is suggested for use in producing a local directory of community resources. The format provides for grouping resources within the 15 'career clusters,' although an alternative categorizing system could be used.

While the local directory format is very similar to the statewide directory, it does ask for and would provide more information concerning each resource. Most of the information to complete the local directory can be obtained through the local community resource survey and other steps suggested in the Community Resource Coordinator's Guide.

For use by: The Community Resource Coordinator uses this form to produce the local Evergreen Pages, each page having information regarding four or five resources who have indicated an interest in participating. Classroom teachers, in turn, use these completed Evergreen Pages as reference when considering requests for use of community resources.

Occupational Cluster: ______________________

Resource: Name/Address Contact and Phone	Type/ Function	Activities/Conditions							
		Host Field Trip	On-Site Work Observation	In-School Activities	Provide Information Materials	Serve on Committee	Prior days/ weeks notice required	Best days/ Months/time	Other

SM-10

THE CENTRAL COMMUNITY RESOURCE FILE AND RECORD

The Central Community Resource File and Record is discussed in more detail in the Community Resource Coordinator's Guide. As in the case of the local directory format, much of the information for the file can be obtained from the steps described in the coordinator's guide. This particular format is designed to serve two purposes:

(1) To provide information concerning an individual community resource (front side)

(2) To provide space for recording information concerning the use of a community resource (reverse side).

For use by: This form is exclusively for use by the Community Resource Coordinator in building and maintaining a local file and record.

COMMUNITY RESOURCE CENTRAL FILE AND RECORD

OCCUPATIONAL CLUSTER: ____________________

____
Resource Name

____________________ ____________
Address Zip Code

____________________ ____________
Contact Person Phone

ACTIVITIES	Interested in Participating	Weeks/Days Prior Notice	Best Days/ Months	Time of Day	Special Requirements/Conditions
Field Trips					
Informal Counseling					
Classroom Presentations					
Serve on Committees					
Work Observation/ Interviews					
Provide Information/ Materials					
Allocate Funds					

Other ____________________

____

____

NOTES: ____________________

____

____

RESOURCE USE LOG

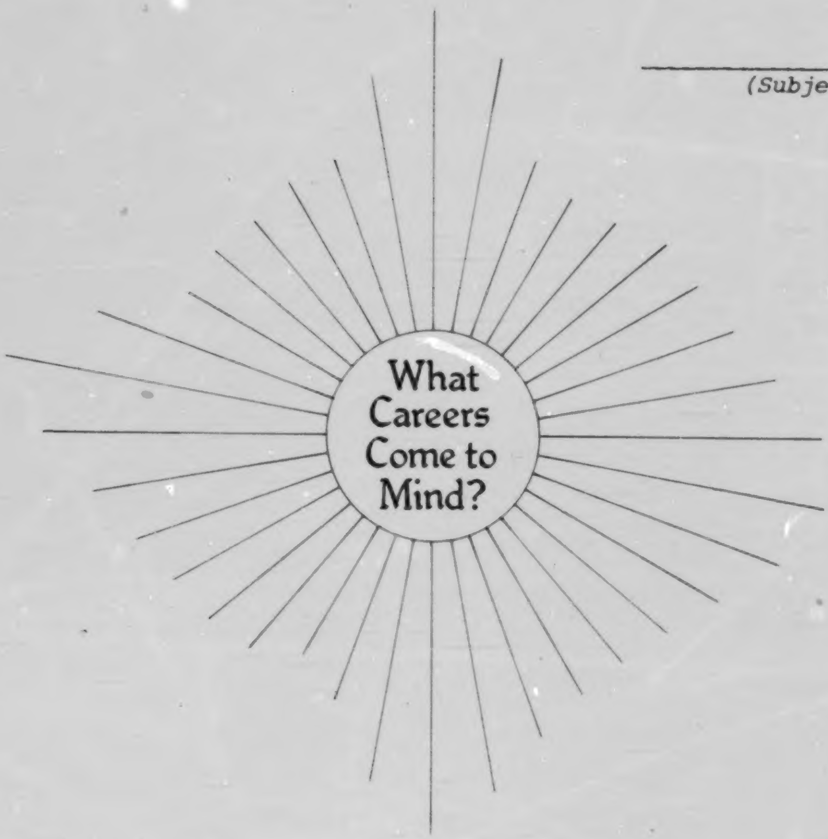
Date	Teacher	Class	Activity/Purpose	No. of Students	R.P. prepared	R.P. interesting	Recommend	Don't recommend	Evaluation form completed

SUBJECT WORKSHEETS

See the introduction to the Subject Worksheets section (page *SM-31)* for an explanation of how to use this form and for completed forms for 24 different subject areas.

For use by: Classroom teachers would make primary use of these worksheets.

____
(Subject Area)



Look Around Your Community for ______________ Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES

PEOPLE AT WORK

(continued on the next page)

(These materials are adapted by the Northwest Regional Educational Laboratory from its research and development efforts in experience-based career education.)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Don't Forget Leisuretime Activities That Apply ______________ Skills!

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES* *(classes, people etc.)*	*COMMUNITY RESOURCES* *(people, places, materials)*

Don't stop here! Add more pages as you think of new ideas.

What Other School Subjects & Skills Are Important for People in ____________________?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wish they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)*	*(Occupation)*

CAREER EDUCATION PARENT PERMISSION SLIP

Not all activities will require parent permission slips. Be sure to establish guidelines with your school administration. The form has been designed to be duplicated with two forms on each 8-1/2 x 11 inch sheet, then cut.

__For use by__: When appropriate, the classroom teacher will ask students to have their parents complete and return these permission slips.

CAREER EDUCATION PARENT PERMISSION SLIP

________________________________, has my permission to leave campus

on ____________________ for:
(date)

Yes	No	
☐	☐	an interview
☐	☐	a group field trip
☐	☐	________________________________

To complete this activity he or she may use the following kinds of transportation:

Yes	No	
☐	☐	school-provided
☐	☐	personal
☐	☐	other students'
☐	☐	public
☐	☐	________________________________

CAREER EDUCATION PARENT PERMISSION SLIP

________________________________, has my permission to leave campus

on ____________________ for:
(date)

Yes No
☐ ☐ an interview
☐ ☐ a group field trip
☐ ☐ ________________________________

To complete this activity he or she may use the following kinds of transportation:

Yes No
☐ ☐ school-provided
☐ ☐ personal
☐ ☐ other students'
☐ ☐ public
☐ ☐ ________________________________

AUDIENCE INFORMATION FORM

The Audience Information Form can be used by the teacher prior to the activity to guide a telephone interaction with a resource person or to be mailed to the resource person with the information filled out. It provides the resource person with useful hints about the students with whom he or she will be talking.

For use by: Classroom teachers (see above).

AUDIENCE INFORMATION FORM

It is our understanding that on______________ _______________from
(date and date)

__________to__________at____
(time) (time) (location, street address, room or office)

you have agreed to participate in the following activity: *(Describe the activity and role of community resource person, as well as intended learning objectives of activity.)*

The supervisor of this activity will be:____________________________
(name)

__________________________ ____
(position) (phone number and when to contact)

Your audience will be comprised of______________, ___________________
(number) (grade levels)

students aged__________years to__________years. They are studying: *(Brief paragraph explaining behavior characteristics, competency levels, family background, and other relevant information)*

Special equipment needed? Yes___ No___ What kind?________________

(TURN THE PAGE FOR MORE)

(Audience Information Form, Side 2)

Your audience will be especially interested in: *(Suggested work-related tools or items of interest, hand-outs, films, etc.)*

Some questions you can expect are: *(List only questions in which students have indicated a special interest.)*

Some questions you would like students to ask:

THANK YOU FOR YOUR COOPERATION!

REPRODUCIBLE FORMS *(SM-20-21-22)*

JUNIOR/SENIOR HIGH STUDENT INTERVIEW FORMS

Student Pre-Interview Checklist
Junior/Senior High Student Interview Form

The Junior/Senior High Student Interview Form helps students organize their questions and points them toward information they should be trying to find. It is intended to serve as a model, not as a set formulation of questions. Encourage students to add their own questions or to develop their own interview tool.

For use by: The Student Pre-Interview Checklist is a reminder to help students in their planning. Older students may wish to add additional preparation steps to help themselves organize for the interview.

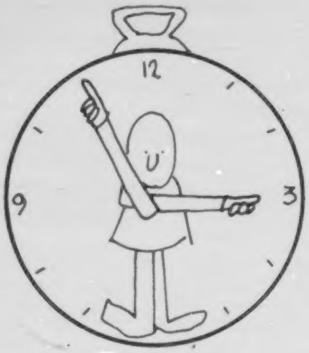
STUDENT PRE-INTERVIEW CHECKLIST

Planning for your interview

- ☐ Have you phoned for the interview ahead of time?
- ☐ Did you explain why you are interested in interviewing the person?
- ☐ Did you give the person an idea of the types of things you would like to know before the interview?

On the day of the interview

- ☐ How do you look? (You may want to work for this person some day!)
- ☐ Do you have necessary equipment (pencil, note pad, camera, tape recorder)?

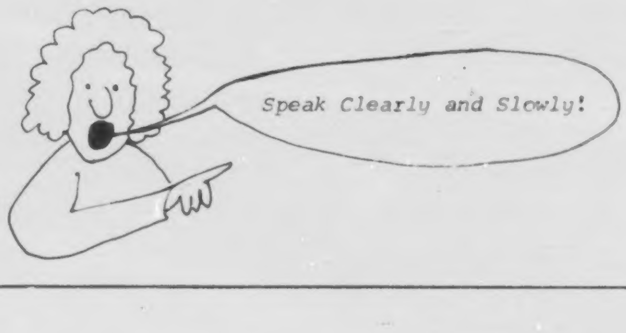


Be Prompt

Be Attentive

Be Cheerful

Be Polite


Speak Clearly and Slowly!

Return this form to the teacher

JUNIOR/SENIOR HIGH STUDENT INTERVIEW FORM

(Take with you during interview)

Person being interviewed:

Occupation:

Date:

Time of interview: Length of interview:

Training and/or education needed to hold job

High school: Courses to emphasize:

After high school: college? trade school? apprenticeship?

Job Duties & Obligations

(What does this person actually do during the day? Responsibilities? Supervision over others? Responsible to? Hours? Possibilities for advancement? Works more with things, ideas or people? Labor unions/professional organizations?)

How much time does this job require beyond normal working hours? How does this affect personal time (leisure and recreation)?

SM-21

(Student Interview Form, Side 2)

Salary Range

Never ask people their specific salaries!

Beginning salaries:

Range:

Fringe Benefits

Transportation (parking permit, reimbursement, bus pass?):

Health Insurance:

Dental Plan:

Life Insurance:

Annuities:

Likes and Dislikes

(Questions you might ask: Do you enjoy your job as a whole? What parts do you like especially well? What parts do you dislike? What would you change if you could? What would you be doing if you could do anything you wanted?)

Would this person be willing to be interviewed again?

☐ Yes ☐ No ☐ Maybe

Business Address:

Business Phone:

OPTIONAL SAMPLES *(SM-23)*

SAMPLE EVALUATION QUESTIONS FOR ELEMENTARY STUDENTS

These sample questions are to help the elementary school teacher discover student reactions to a community resource activity. Evaluation by students of any age is an important source of information about the usefulness of a resource. Make up additional questions appropriate to the individual activity and the age level of your class to find out their reactions to the resources and to spark their thinking.

For use by: Elementary classroom teachers.

REPRODUCIBLE FORMS *(SM-24-25-26)*

EVALUATION FORMS

Teacher Evaluation of Resource Person Presentation

Secondary Student Evaluation of Resource Person Presentation

Resource Person's Evaluation of School Involvement

These evaluation forms have been designed to help you make the most effective possible use of your community resources by making prompt, standardized feedback easier to obtain.

For use by: The teacher's form should be filled in following an activity and routed to the coordinator's office.

The student's form is designed for junior and senior high school students and should be filled in after the activity and given to the teacher. As appropriate, the teacher can use the information gained to give the class feedback on the group reaction. *(Sample evaluation questions for elementary students are also displayed in this section.)*

The resource person's form provides the resource person with a direct method of input to the individual teacher and the school about his or her experience. It should be filled out after the activity and then returned to the teacher. If it expresses any reaction that will affect future interactions with that resource person or reflections on the program, a copy should be forwarded to the coordinator.

SAMPLE EVALUATION QUESTIONS FOR ELEMENTARY STUDENTS

K-3

1. What job was the resource person talking about?
2. Tell one thing you remember that you liked about the speaker's talk.
3. What products does the speaker work with?
4. List three things the speaker does each day for his or her job.

4-6

1. Do you understand why the speaker came to your class?
2. Did the speaker tell you enough about his or her work?
3. Are there questions you still have unanswered from the talk?
4. What did you like about the speaker's presentation?
5. Is there anything you think the speaker should have talked about but didn't?
6. Do you think this speaker would be good talking to younger students? older students? more students your own age?

Route this copy to your Resource Coordinator

TEACHER EVALUATION OF RESOURCE PERSON PRESENTATION

Resource Person ______________________ Position/Occupation ______________

Topic of Presentation ______________________________ Date ______________

Class ______________ Grade Level _____ Teacher ______________________

1. Rate the Resource Person on the following (circle one answer for each):

	Yes		OK		No
a. interesting	1	2	3	4	5
b. well-prepared	1	2	3	4	5
c. relaxed	1	2	3	4	5
d. understood what was expected	1	2	3	4	5
e. provided good support materials (list or describe on the back)	1	2	3	4	5

2. What did you like about the presentation?

3. How would you change it to make it better?

4. Would you recommend this Resource Person for future use?

--in this class?	☐ Yes	☐ Yes, with reservation	☐ No
--for younger students?	☐ Yes	☐ Yes, with reservation	☐ No
--for older students?	☐ Yes	☐ Yes, with reservation	☐ No

Why? For what other type of classes?

5. How good was class behavior and conduct during the Resource Person's visit?

☐ Very Good ☐ Good ☐ Acceptable ☐ Not Good

PLEASE PUT YOUR ADDITIONAL COMMENTS ON THE BACK -- THANKS!

____

Signature

SM-24

Return this form to your teacher

SECONDARY STUDENT EVALUATION OF RESOURCE PERSON PRESENTATION

Resource Person ______________________ Position/Occupation ____________

Topic of Presentation ______________________________ Date ____________

Class __________________ Grade Level ____ Teacher ____________________

1. Circle one answer for each:

	Well				Not well
a. How well did you understand the purposes of the visit?	1	2	3	4	5
b. How well did the Resource Person meet the purposes of the visit?	1	2	3	4	5
c. How well was the class prepared for the visit?	1	2	3	4	5
d. How well prepared were you?	1	2	3	4	5

2. What did you like about the presentation?

3. How would you change it to make it better?

4. What new thing did you learn or understand from this Resource Person?

5. Would you recommend this Resource Person for future use?

--in this class?	☐ Yes	☐ Yes, with reservation	☐ No
--for younger students?	☐ Yes	☐ Yes, with reservation	☐ No
--for older students?	☐ Yes	☐ Yes, with reservation	☐ No

Why? For what other types of classes?

6. How good was class behavior and conduct during the Resource Person's visit?

☐ Very Good ☐ Good ☐ Acceptable ☐ Not Good

PLEASE PUT YOUR ADDITIONAL COMMENTS ON THE BACK -- THANKS!

____

Signature (optional)

SM-25

RESOURCE PERSON'S EVALUATION OF SCHOOL INVOLVEMENT

(Use reverse side for additional comments)

Name of Person:

Title: Business/Agency:

School Visited: Date:

Teacher: Class:

1. How would you rate the experience from a personal viewpoint? Check one.
   ☐ Very Satisfactory ☐ Satisfactory ☐ Unsatisfactory
2. What aspects of your visit were most pleasing?
3. What aspects would you change if you were to do it again?
4. Were arrangements for the visit well planned? ☐ Yes ☐ No
   If not, why?
5. Was there information that could have been provided to you in advance to help your presentation?
6. Do you feel the students benefited from your presentation? ☐ Yes ☐ No
   How?
7. Would you like to receive feedback from the teacher and students regarding your participation? ☐ Yes ☐ No
8. Are you willing to do it again? ☐ Yes ☐ No ☐ Maybe
9. What grade levels would you prefer?
10. Who else do you know who might like to be a community resource person?

THANK YOU FOR YOUR TIME AND HELP!

SM-26

TEACHER'S SELF-EVALUATION CHECKLIST

The Self-Evaluation Checklist has been designed to be used by teachers after an activity to help them review the experiences with an eye toward improving interactions with resources in the future.

For use by: It is solely for the teacher's use and should be seen as an optional tool rather than a program requirement.

TEACHER'S SELF-EVALUATION CHECKLIST

(For use after an activity)

ASK YOURSELF:

About the Class

☐ Were they adequately prepared? Why or why not?

☐ Did they understand what was expected of them? Why or why not?

☐ Did they participate well? Why or why not?

☐ Did they become involved in the follow-through activities? Why or why not?

☐ Was the interaction provocative? Why or why not?

About the Resource Person

☐ Was the Resource Person adequately prepared? Why or why not?

☐ Did the Resource Person understand what was expected? Why or why not?

☐ Was the Resource Person comfortable, relaxed? Why or why not?

☐ Was the interaction provocative? Why or why not?

About Yourself

☐ Was I adequately prepared? Why or why not?

☐ Did I become involved in the follow-through activities? Why or why not?

☐ Was the interaction provocative? Why or why not?

WHAT COULD I DO DIFFERENTLY NEXT TIME TO MAKE IT BETTER?

SM-27

COMMUNITY RESOURCE USE TALLY SHEETS

Coordinator's Tally Sheet
(designed for two copies per sheet)

Teacher's Tally Sheet
(designed for four copies per sheet)

For use by: The tally sheets are designed to aid the program coordinator in assessing the resource use on a monthly basis. Each teacher should be provided with a supply of the quarter-sheet forms to fill out and turn in once each month. The coordinator can tabulate these data on the half-sheet form and reach an estimate of the numbers and kinds of resources used in the program that month. This information will be useful for internal program planning and for external program accountability.

COMMUNITY RESOURCE USE

COORDINATOR'S TALLY SHEET FOR ______________
month, year

Number of:

1. field trips . . . . ______________
2. classroom speakers . . . . ______________
3. off-campus student interviews . . . ______________
4. hands-on experience situations . . ______________
5. other . . . . ______________

Total number of resources used . . . . . ______________

Total number of teachers using resources ______________

Total number of school-provided transportation miles/student . . . . . ______________

Total number of Community Resources contacted to date . . . . ______________

Total positive responses . . . . ______________

Public Relations contacts (media coverage, talks to groups, public events...):

SM-28

COMMUNITY RESOURCE USE

COORDINATOR'S TALLY SHEET FOR ______________
month, year

Number of:

1. field trips . . . . ______________
2. classroom speakers . . . . ______________
3. off-campus student interviews . . . ______________
4. hands-on experience situations . . ______________
5. other . . . . ______________

Total number of resources used . . . . . ______________

Total number of teachers using resources ______________

Total number of school-provided transportation miles/student . . . . . ______________

Total number of Community Resources contacted to date . . . . ______________

Total positive responses . . . . ______________

Public Relations contacts (media coverage, talks to groups, public events...):

COMMUNITY RESOURCE USE

TEACHER'S TALLY SHEET FOR ______________
month, year

Number of:

1. field trips . . . . ____________
2. classroom speakers . . . . ____________
3. off-campus student interviews . . . ____________
4. hands-on experience situations . . ____________
5. other . . . . ____________

Total number of resources used . . . . . ____________

Teacher ______________________________

COMMUNITY RESOURCE USE

TEACHER'S TALLY SHEET FOR ______________
month, year

Number of:

1. field trips . . . . ____________
2. classroom speakers . . . . ____________
3. off-campus student interviews . . . ____________
4. hands-on experience situations . . ____________
5. other . . . . ____________

Total number of resources used . . . . . ____________

Teacher ______________________________

COMMUNITY RESOURCE USE

TEACHER'S TALLY SHEET FOR ______________
month, year

Number of:

1. field trips . . . . ____________
2. classroom speakers . . . . ____________
3. off-campus student interviews . . . ____________
4. hands-on experience situations . . ____________
5. other . . . . ____________

Total number of resources used . . . . . ____________

Teacher ______________________________

COMMUNITY RESOURCE USE

TEACHER'S TALLY SHEET FOR ______________
month, year

Number of:

1. field trips . . . . ____________
2. classroom speakers . . . . ____________
3. off-campus student interviews . . . ____________
4. hands-on experience situations . . ____________
5. other . . . . ____________

Total number of resources used . . . . . ____________

Teacher ______________________________

SM-29

WHAT ARE SUBJECT WORKSHEETS?

Subject Worksheets are idea-starters for helping teachers think of career education activities and community resources in their subject areas. Each sheet--

- features one topical area and suggests career ideas students might explore in it
- can be used at any grade level, in the primary grades as well as in secondary areas
- suggests typical community resources (people, places and organizations) that might be used in planning
- demonstrates how careers cut across all school disciplines
- allows freedom to work in new adaptations

WHAT CURRICULUM AREAS ARE COVERED BY THE WORKSHEETS?

This section contains individual worksheets for 24 different areas:

Agriculture
Art
Behavioral Sciences
Biology
Chemistry
Distributive Education
Driver Training
Earth Sciences
Economics
Foreign Language
Geography
Government
Health
History
Home Economics
Industrial Technology
Literature
Mathematics
Music
Office Occupations
Physical Education
Physics
Speech & Drama
Writing & Journalism

The subjects reflect what Washington elementary and secondary schools typically offer. This is a master set suitable for reproduction and includes one blank form which may be used for subject areas not addressed by these worksheets. Some teachers may even want to use more than one subject worksheet. Elementary school people, for example, would likely want to explore the use of community resources for many subject areas. Secondary school teachers may be interested in developing relationships between several subject areas and a career.*

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*The State of Washington is developing curriculum goals for career education in individual subject areas. Contact Richard Lutz, Supervisor for Career Education, the Office of the Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington, 98504.

How Can the Worksheets Be Used?

The worksheets can be used as part of a comprehensive approach to career education or by interested teachers working independently. These same sheets might also be given to students for individual or small group activities. Note that these worksheets are only partially completed. Teachers may start with these sample forms until they have a good feeling for how to proceed on their own. The blank copy provided with this set should be reproduced and made available for teachers to work out their own ideas. Each section of the worksheet is described below.

WHAT CAREERS COME TO MIND . . .

Teachers might start by drawing a circle on the blackboard (like the sunburst display on the first page) as a springboard for classroom discussion of career possibilities relating to a particular subject. For each subject, sample careers are listed which by no means exhaust the career possibilities that might be listed for that area. Students could be encouraged to think about careers in classroom group discussions or evening assignments, to talk with their parents and neighbors, or do some library research. They should consider using this exercise with a community resource person (for instance, a personnel officer or employment counselor) to help give the discussion more reality.

LOOK AROUND YOUR COMMUNITY . . .

Following the display of careers, the worksheet provides space for listing actual people, places and organizations in your community that involve some use of that subject's content. There are several possibilities here. The teacher could--

- encourage students to use the phone book, look around their community and talk with parents and neighbors to come up with real examples of people and places related to the careers identified for the subject area they are studying. This helps bridge the gap between abstract printed occupational information and real life people and places where subject-related tasks are actually performed. Students begin to see that many occupations are "hidden"--by discovering, for instance, how a linguist's skills in foreign languages are employed by large banks for their international transactions.

- use the local Evergreen Pages for ideas on resources for career activities. Avoid going out and recruiting or arranging resource speakers or field trips, however, if your school or district has established a Community Resource System with specific procedures.

- ask your Community Resource Coordinator if someone from the Chamber of Commerce, an employment agency or City Hall might be willing to brainstorm your community's career possibilities.

DON'T FORGET LEISURETIME ACTIVITIES . . .

An often overlooked aspect of career education relates to leisuretime activities. Teachers should think about their subject areas in terms of how knowledge and skills are applied in nonpaid situations. Looking at careers broadly as "how you choose to live your life," leisuretime activities are just as important as what we do to earn a living.

BRINGING SCHOOL AND COMMUNITY RESOURCES TOGETHER . . .

This portion of the worksheet has space for jotting down student activities that use school and community resources. Those suggested could be adapted for any grade level. The samples are centered around the subject area and assume that teachers will establish learning goals and performance criteria that meet the particular circumstances of each group (student age and abilities, course objectives and school career education goals).

The activities demonstrate ways in which students might take advantage of resources within their school--cooperation with other classes and school staff, use of school materials, shops and other physical resources. Looking at the school as a resource for classes helps build a spirit of cross-discipline cooperation. Not only do students benefit from shared knowledge and experiences regarding specific subject areas but they also gain practice in cooperation, group planning, problem solving and decision-making skills that are important for managing their own career development.

WHAT OTHER SCHOOL SUBJECTS AND SKILLS ARE IMPORTANT . . .

The grid on the last page of the worksheet helps students see how occupations often require the use of skills and knowledge from more than one subject area. Focusing on individual careers that relate to a subject area, the grid can be used for activities such as--

- class discussion (preferably with resource people) of why it's important to learn in many different subjects

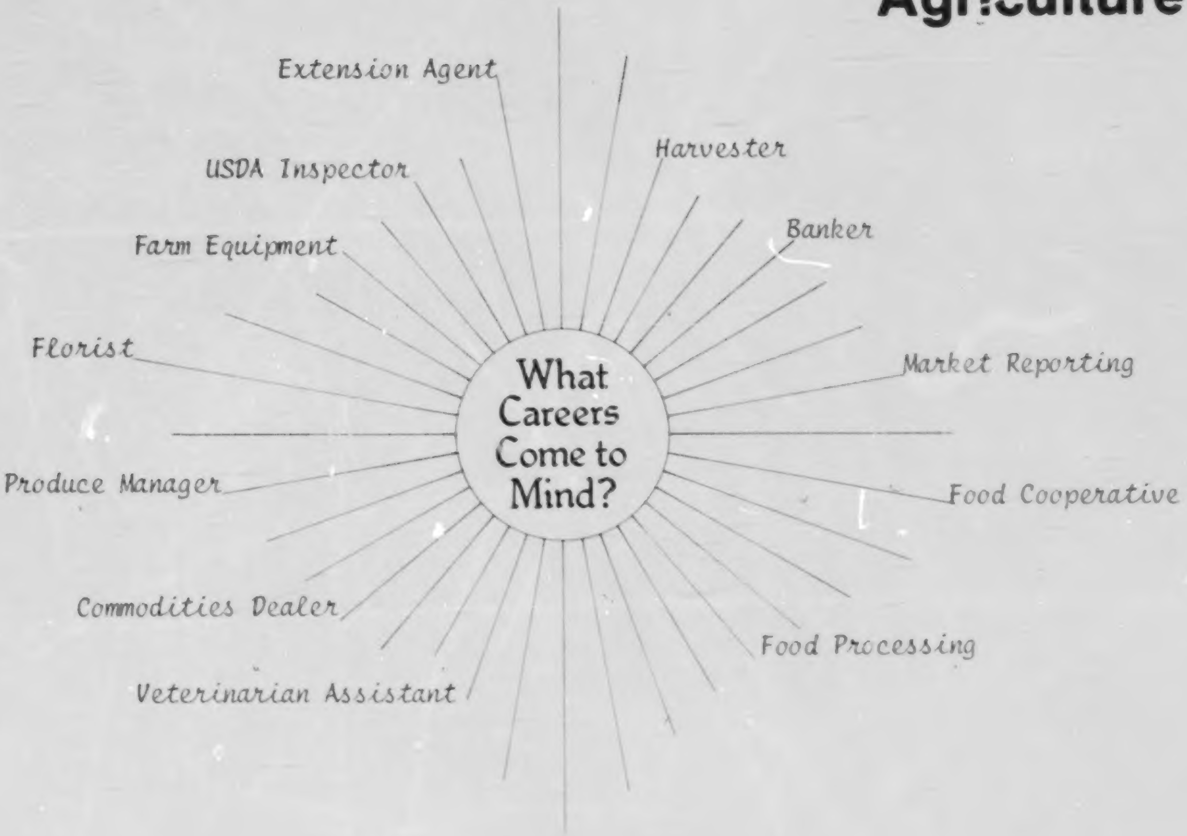
- identifying specific skill levels required for employment and performance in an occupation--through class discussion with a resource person representing a particular occupation or through small group or individual projects in which students research job requirements by interviewing resource people, going to sites and using library career information references

- developing hypothetical "next step" learning plans with students that outline future education and training decisions they must make if they wish to aim for a certain occupation

To do an occupation justice, teachers will probably need more space than is provided in the sample grid appearing in the worksheet. The blank form includes a grid which leaves out subject listings (to be filled in) and provides space for two occupations to be explored. The form could be revised to work for only one occupation if desired.

The grid approach to analyzing careers can be used equally well as a blackboard exercise or as a student research assignment with a parent, guardian or neighbor serving as a resource person.

Agriculture



Look Around Your Community for AGRICULTURE **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Research laboratory	Animal keeper, pest control expert
Bank	Farm loan officer
Food processing plant (Cannery)	Food handlers, quality control inspector
Riding academy	Groundskeeper, gardener
Dairy	Microbiologist, lab technician, inspector
Nursery (wholesale, retail)	Horticulturist, agronomist, groundskeeper
Farm equipment dealer	Farm sales, mechanic
Grain dealer	Agricultural economist, inspectors
Hatchery	Poultry geneticist
Food co-op	Food supplier, co-op manager, inspector

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

County Extension Service
United States Department of Agriculture
Grange
Forest Service
4-H
National Farmers Organization
Federal Land Bank
International Order of Foresters
Land Grant College
Western Washington Horticultural Association
Meat Cutter's Union
Future Farmers of America
Cooperative League (Washington, D.C.)

Don't Forget Leisuretime Activities That Apply AGRICULTURE **Skills!**

Gardening . . . animal raising . . . pet care . . . horseback riding . . . hunting . . . fishing . . . shopping (produce and meat judging) . . . yard care . . . indoor plants

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
Pick a food item and trace its path back to the farmer	Library, home economics teacher, science teacher, cafeteria manager	Grocery store, wholesale grocer, meat packer, dairy
OR		
Pick an item purchased by a farmer and trace it back to its various origins, e.g., farm tractor, or ton of fertilizer	Library, industrial arts teacher, science teacher	Farm equipment dealer, feed store manager
Conduct agricultural experiments - germination tests genetics experiments with guppies hydroponics	Agriculture teacher, biology teacher	Agriculture extension agent, seed dealers
Accompany USDA Inspectors on daily rounds		USDA Inspectors

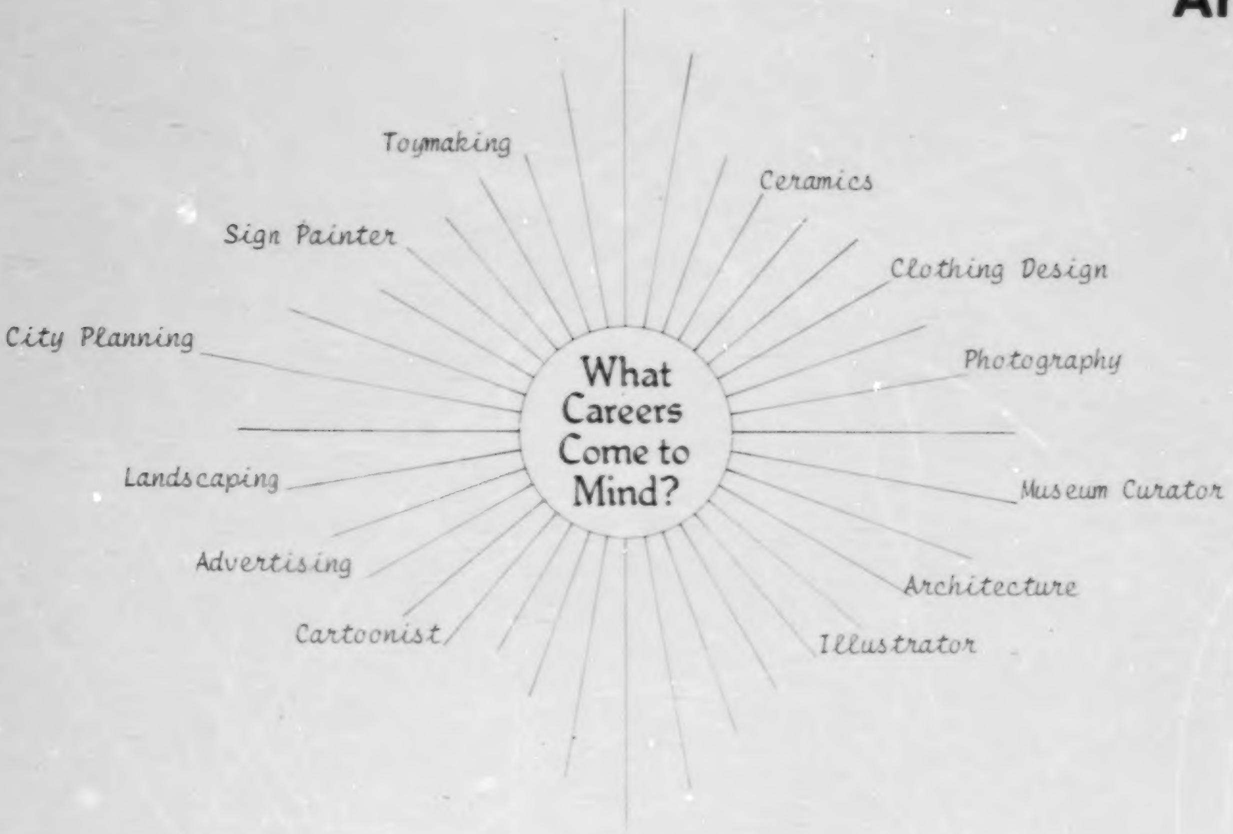
Don't stop here! Add more pages as you think of new ideas.

What Other School Subjects & Skills Are Important for People in AGRICULTURE?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* RANCHER	*(Occupation)*
READING	Reads farm journals	
MATHEMATICS	Calculates pounds of feed per head of cattle	
COMMUNICATIONS (speech, writing)	Gives orders to ranch hands	
SCIENCE	Understands feed additives, fertilizers	
SOCIAL SCIENCE (history, economics, psychology, geography)	Is involved with government subsidy programs, land use planning	
BUSINESS/OFFICE	Keeps records, completes tax statements	
HEALTH/PE	Vigorous physical exercise--handling livestock, overseeing acreage	
INDUSTRIAL TECHNOLOGY	Buys, uses and maintains machinery and farm equipment	
COPING SKILLS (decision making, responsibilities, self-awareness)	Deals with transient workers	
HUMANITIES (art, music, literature)	Uses music and lighting in chicken houses, barns	



Look Around Your Community for ART Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Crafts gallery	Agents, artists, sales people
Museum	Curator, restoration experts
Print shop	Printers, photographers, layout/design people
Florist	Flower arranger
Furniture store	Interior designer
Television station	Courtroom artist, set designer, news graphics artist
Bakeries	Cake decorators
Department stores	Window designer

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Painting and Decorating Contractors of America
Business Advertising Council of Washington
American Society of Landscape Architects
Puget Sound Paint and Coating Association
Advertising & Sales Association of Spokane
National Academy of Television Arts & Sciences
American Institute of Architects
Allied Daily Newspapers
Glaziers and Glassworkers Union
Seattle Advertising Federation
Painters Union

Don't Forget Leisuretime Activities That Apply ART **Skills!**

house decorating . . . cake design . . . self-expression . . . music/design appreciation . . . home crafts . . . art and antique collecting

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
Develop a plan for art services for the school--survey local artists and craftspeople to determine interest in an artist-in-residence program	All classes, teachers, student body government, school administrators, business office staff	Artists, craftspeople, printers, sales persons who can give advice and help set up services an art class could provide the school (silk screening, films, advertising, etc.)
Survey local crafts people--develop a summary of the local crafts in our area. Develop a history of important crafts in the locality	All classes/teachers (particularly social sciences and journalism)	Local library/librarian, local craftspeople and galleries, newspaper staff and archives
Plan a school city week--hold small group discussions, forums and workshops through a week, focusing on designing the school to be like a city with complete services	Industrial/technical classes/teachers (for help in design and making scale models), all classes/teachers	City planners, architects, construction contractors
Design & build a park or rest area in the community - plan for its costs, fund raising & future maintenance	Administrators, industrial technology classes/teachers, journalism classes/teachers, math teachers/classes, biology teachers/classes, grounds crew	City planners, environmentalists, engineers, landscape architects, service organizations, local newspapers, artists & craftspeople

Don't stop here! Add more pages as you think of new ideas.

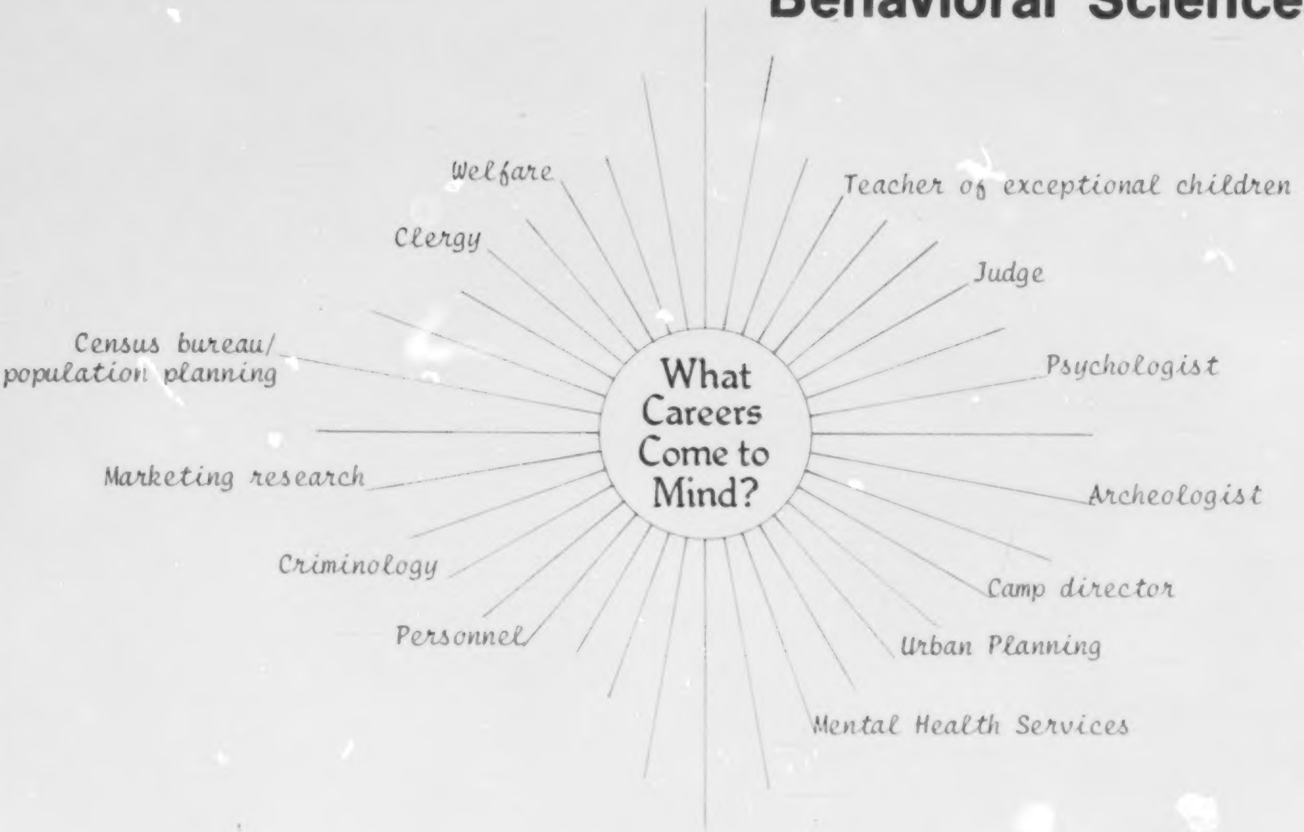
What Other School Subjects & Skills Are Important for People in ART **?**

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to show the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* TOYMAKER	*(Occupation)*
READING	Keeps up with new ideas, market news	
MATHEMATICS	Determines materials needed; estimates production costs	
COMMUNICATIONS (speech, writing)	Talks with clients; writes orders, toy descriptions	
SCIENCE	Understands non-toxic paints, physical principles for moveable parts	
SOCIAL SCIENCE (history, economics, psychology, geography)	Understands cultural values, trends	
BUSINESS/OFFICE	Manages billings, bookkeeping	
HEALTH/PE	Is safe with tools, knows first aid	
INDUSTRIAL TECHNOLOGY	Uses woodworking and metal craft tools	
COPING SKILLS (decision making, responsibilities, self-awareness)	Takes initiative; deals with store managers, sales people	
HUMANITIES (art, music, literature)	Knows design appeal	

Behavioral Sciences



Look Around Your Community for BEHAVIORAL SCIENCE **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	*PEOPLE AT WORK*
Museums	Artifact collectors/analysts
City hall/courts	Lawyers, judges, census takers, urban planners
Social service agencies (child care center, crisis clinic, family planning, veterans counseling)	Counselors, interviewers, psychiatrists, welfare/social workers
Police department	Parole officers, penologists
Juvenile detention, etc.	Psychologists, social workers
Schools	Coaches, counselors, administrators, special education teachers

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

State of Washington - Department of Social & Health Services
State of Washington - Department of Public Assistance
American Red Cross
Washington State Bar Association
Washington State Council on Crime & Delinquency
Goodwill Industries
Salvation Army
Washington State Office of Community Development
YMCA - YWCA
Retired Senior Volunteer Persons (RSVP)
National Organization for Women (NOW)

Don't Forget Leisuretime Activities That Apply BEHAVIORAL SCIENCE **Skills!**

understanding the daily news . . . relating to neighbors . . . organizing neighborhood projects . . . raising a family . . . collecting artifacts . . . Sunday school teaching . . . camp counseling . . . boys'/girls' organization leadership

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
Volunteer your services (individually or in groups) for public/community causes such as helping in a child care center, reminding people to vote, conducting opinion polls, etc.	Home economics teacher/class, social studies teacher/class, journalism teacher/class, administrators	Public health nurses, social/welfare workers, religious leaders, League of Women Voters, Chamber of Commerce, parents
Invite juvenile counselors, social workers, school counselors to help students role play "common" misunderstandings & learn how trained intermediates can improve relations	School counselor, principal, vice principal	Sociologists, psychologists, juvenile counselors
Role play a "town meeting" (city council, school board) which centers around a delicate social issue (i.e., juvenile offenses, construction of a new freeway, proposed criminal rehabilitation center, etc.) and see how many ways sociologists, psychiatrists, urban planners, etc. are involved	Administrators, school board, all faculty	Citizens action groups, police officials, welfare workers, city officials

Don't stop here! Add more pages as you think of new ideas.

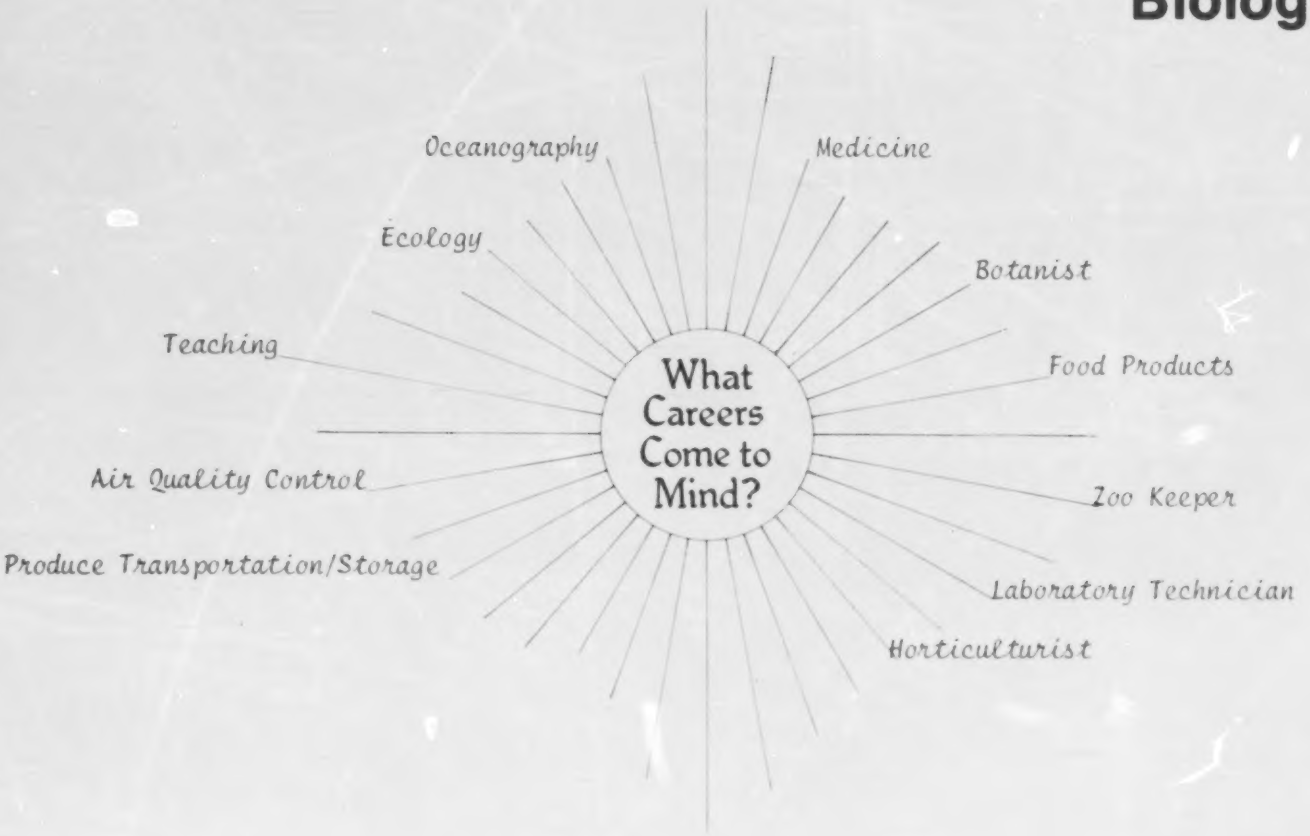
What Other School Subjects & Skills Are Important for People in BEHAVIORAL SCIENCE ?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* URBAN PLANNER	*(Occupation)*
READING	Keeps current on trends, experiments in other cities, countries	
MATHEMATICS	Works with population statistics, economic growth rate	
COMMUNICATIONS (speech, writing)	Conducts meetings and makes presentations to community groups	
SCIENCE	Knows engineering, planning principles	
SOCIAL SCIENCE (history, economics, psychology, geography)	Understands economic and social needs of community	
BUSINESS/OFFICE	Organizes research, data gathering, computer access	
HEALTH/PE	Sees relationship of environment to mental, physical health	
INDUSTRIAL TECHNOLOGY	Allows for careful mass transit development, placement of industrial plants	
COPING SKILLS (decision making, responsibilities, self-awareness)	Confronts emotional opposition by citizens with different needs	
HUMANITIES (art, music, literature)	Considers best location of cultural centers	

Biology



Look Around Your Community for BIOLOGY Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Environmental protection agencies	Air quality technicians
Forest service	Botanist, wildlife management staff
Clinic	Laboratory technician
Animal hospital	Veterinarian, assistants
Cannery	Food technician
Zoo	Animal keeper
Hospital	Doctors, nurses, technicians

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Seattle Audubon Society
National Federation of Fishermen
Washington State Pet Dealers Association
Western Regional Science Association
Washington State Department of Ecology
Washington State Department of Natural Resources
Oceanographic Commission of Washington
Pacific Science Center, Seattle

Don't Forget Leisuretime Activities That Apply BIOLOGY **Skills!**

tropical fish care . . . exotic plant propagation . . . gardening . . . scuba diving . . . raising chickens

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
Plant a garden - conduct soil tests, sow seeds, lay out plot	Science teacher/class, art teacher, industrial arts class/teacher	Soil experts, extension agents, equipment sales persons, nursery owners, landscape architects
Set up a mock nursery--study all related jobs from grower to sales	Business class/teacher, agriculture class/teacher	Marketing specialist, public relations person, nursery owners, plant propagators
Focus on pets--look at businesses that depend solely on the pet industry, others that are related. Look at economics, sociological implications	Math class/teacher, economics class/teacher, business class/teacher, health class/teacher	Veterinarians, pet store owners, horse trainers, humane society, breeders, mail order houses, pet food manufacturers, flea spray distributors, grocery stores

Don't stop here! Add more pages as you think of new ideas.

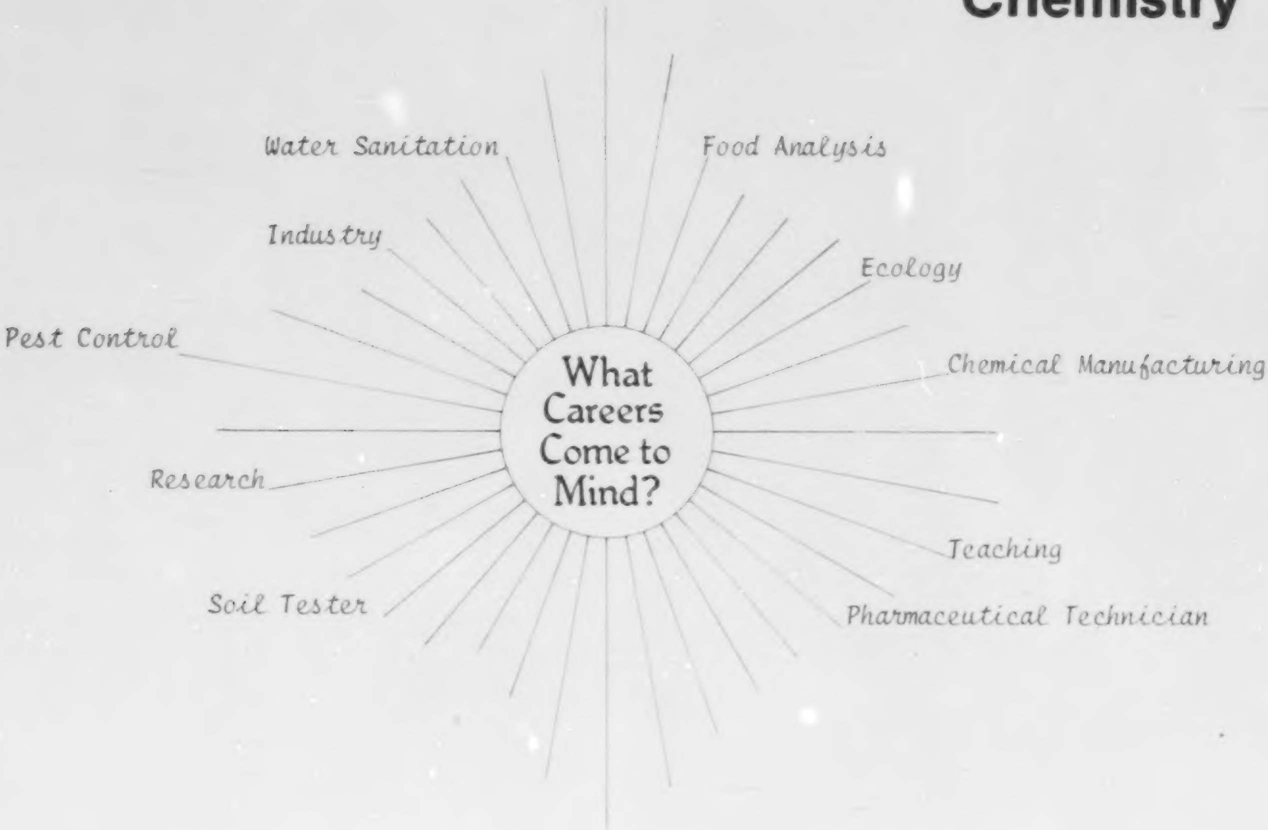
What Other School Subjects & Skills Are Important for People in BIOLOGY ?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* ZOO KEEPER	*(Occupation)*
READING	Reads current literature to keep up with trends	
MATHEMATICS	Calculates amount of food needed for animals	
COMMUNICATIONS (speech, writing)	Speaks to visiting groups, i.e., field trips	
SCIENCE	Studies animal life cycles, reproductive process	
SOCIAL SCIENCE (history, economics, psychology, geography)	Deals with animal behavior, conditioning	
BUSINESS/OFFICE	Keeps records, files for budgeting, financial audits	
HEALTH/PE	Concerned with prevention and care of diseases, nutrition	
INDUSTRIAL TECHNOLOGY	Maintains equipment garage, repair crew	
COPING SKILLS (decision making, responsibilities, self-awareness)	Makes decisions regarding needs for funding, staff duties	
HUMANITIES (art, music, literature)	Understands social values, interests in planning zoo services	

Chemistry



Look Around Your Community for CHEMISTRY **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Paper manufacturing company	People involved in sizing, rolling and coating paper
Pharmacy	Pharmacist, drug suppliers
Dental clinic	Dentist, hygienist, lab technician
Hospital	Anesthesiologist, nurses, orderlies
Local industry/manufacturer	Research, lab technician, recordkeeper, sales personnel, marketing experts
Sewage treatment plant	Researchers, testers, technicians
Dry cleaning establishment	Dye expert, chemical wholesaler, spot removing specialist
Photographic supply store	Sales people, photo lab technicians darkroom personnel
Print shop	Press operator, photographer

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Western Washington Horticultural Association
Puget Sound Paint & Coating Association
American Plywood Association
Washington Forest Protection Association
Applied Industries, Inc.
Associated Industries of the Inland Empire

Cement, Lime and Gypsum Workers
  International Union
American Concrete Institute
Northwest Pulp & Paper Association

Don't Forget Leisuretime Activities That Apply CHEMISTRY **Skills!**

photography . . . ceramics (mix glazes) . . . experimental cookery . . . gardening . . . magic tricks

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
Investigate the use of chemicals in and around the home. Set up a display showing how materials and tasks interrelate	All classes/teachers; librarian	Paint store, floor covering store, dry cleaning establishment, fertilizer outlets; look at cleaning agents, plastic items and packaging, "chemical" foods; grocers, hardware stores
FIELD TRIPS:		
1. Visit a sewage treatment plant and take a look at the variety of occupations involved	Biology class/teacher, social studies class/teacher	City planners, county agents, sewage plant personnel
2. Visit a print shop - discuss the varieties of chemicals used in presswork/camera work etc. - who do they deal with? What training do they have?	Journalism teacher; photography class/teacher	Print shop owner, press operator, ink supplier, darkroom technician

Don't stop here! Add more pages as you think of new ideas.

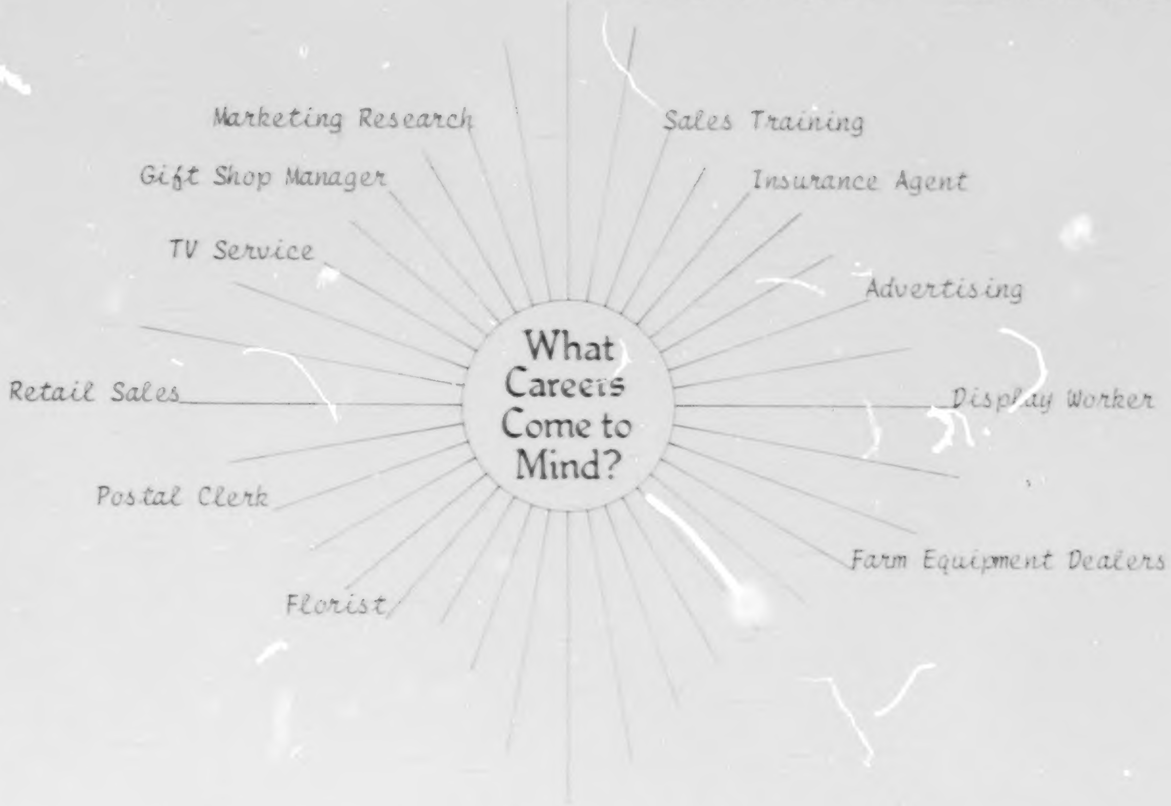
What Other School Subjects & Skills Are Important for People in CHEMISTRY?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* PHARMACIST	*(Occupation)*
READING	Reads prescriptions	
MATHEMATICS	Calculates quantities in filling prescriptions	
COMMUNICATIONS (speech, writing)	Gives directions for medicines	
SCIENCE	Understands chemicals, dosage limitations	
SOCIAL SCIENCE (history, economics, psychology, geography)	Is aware of social impact of drugs	
BUSINESS/OFFICE	Types prescription labels, keeps customer files	
HEALTH/PE	Must compensate for standing long hours and being confined to indoors	
INDUSTRIAL TECHNOLOGY	Uses precision equipment in measuring	
COPING SKILLS (decision making, responsibilities, self-awareness)	Is sensitive to customers	
HUMANITIES (art, music, literature)	Provides pleasing environment for customers	

Distributive Education



Look Around Your Community for DISTRIBUTIVE EDUCATION Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Retail store	Buyer, advertisers, shipping clerks, credit managers, mail order clerks, cashiers
Repair shop	Equipment suppliers, repair people
Vending company	Delivery personnel, sales representatives
Advertising agency	Executives, copywriters, artists, agents
Data processing company	Field representatives
Truck stop	Diesel mechanic, auto body repair people, service station worker
Insurance office	Adjusters, agents
Real estate office	Managers, agents, advertising people
Credit bureau	Loan officer, file clerk

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

American Marketing Association
Washington State International Trade Fair
National Association of Credit Management
Independent Insurance Agents & Brokers of Washington
Washington Society of Association Executives
Diversified Industries, Inc.
Purchasing Management Association of Washington
Washington Association of Realtors
Associated Marketers
Local service organizations

Retail Clerks International Association
Distributive Education Clubs of America (DECA)
Sales & Marketing Executives of Seattle, Inc.
Cooperative League (Washington, D.C.)

Don't Forget Leisuretime Activities That Apply DISTRIBUTIVE EDUCATION **Skills!**

club fund raising . . . church bazaars . . . wise shopping . . . investments . . . lemonade stand . . . garage sales

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
FIELD TRIP: 1. Visit a large business and take a vertical look at employment - from entry to top level management, see how each worker contributes	Business classes/teachers, math classes/teachers, custodial staff	Cooperating business owner/manager, all personnel
Set up and operate a fund-raising project within the school (boutiques, crafts booths, book shops, etc.)	All classes/teachers	Local merchants, bankers, reporters, ad agencies

Don't stop here! Add more pages as you think of new ideas.

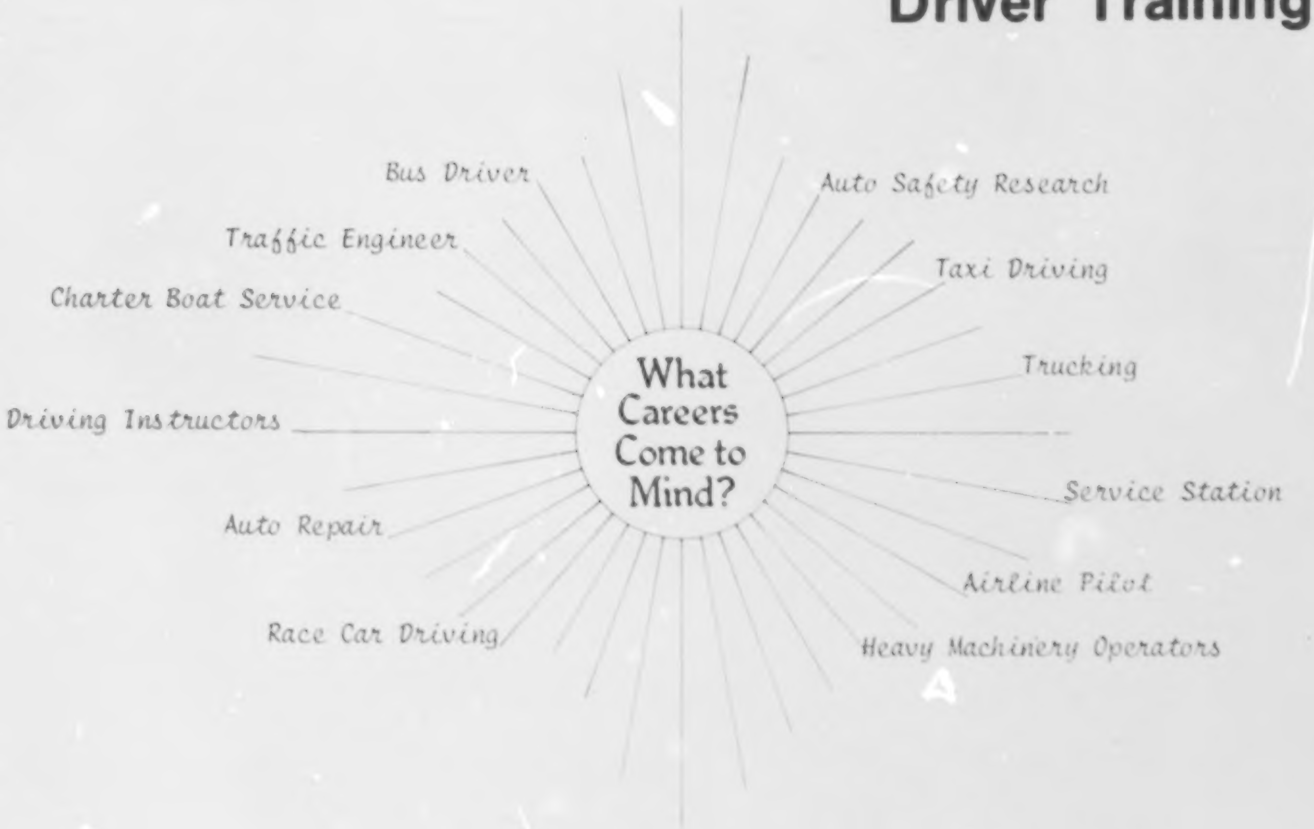
What Other School Subjects & Skills Are Important for People in DISTRIBUTIVE EDUCATION ?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* REAL ESTATE AGENT	*(Occupation)*
READING	Reads and explains legal contracts, county planning reports, etc.	
MATHEMATICS	Figures down payments, principal and interest payments	
COMMUNICATIONS (speech, writing)	Writes advertising copy for newspapers	
SCIENCE	Is aware of geographical characteristics - climate, soil quality, sewage and well considerations	
SOCIAL SCIENCE (history, economics, psychology, geography)	Is aware of government regulations, zoning ordinances	
BUSINESS/OFFICE	Handles paperwork, financial transactions	
HEALTH/PE	Is active and moves continually	
INDUSTRIAL TECHNOLOGY	Knows something about building structures, electrical systems, etc.	
COPING SKILLS (decision making, responsibilities, self-awareness)	Is sensitive to needs of buyers and sellers	
HUMANITIES (art, music, literature)	Understands social values, types of neighborhoods, human needs and interests	

Driver Training



Look Around Your Community for DRIVER EDUCATION **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
State police	License examiner, patrol officers
Garage	Mechanic, tow truck operators
Airport	Air traffic controller, flight instructors
Driving schools	Instructors
Transit systems	Drivers, routing designers, maintenance crew
Auto repair	Sales person, mechanics
Sportscar garage	Race drivers, mechanics, auto body repair people
Motorcycle club	Race drivers, mechanics
Taxi or bus company	Drivers, dispatcher
Construction site	Heavy equipment operator

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Tow Truck Operators of Washington
Allied Truck Owners, Inc.
Washington Dump Truck Association
Washington Automotive Wholesalers Association
Evergreen Service Station Association
Washington State Highway Department
Washington Trucking Association, Inc.
Teamsters Union Locals
Washington State Department of Motor Vehicles
Washington State Auto Dealers Association
American Automobile Association

Don't Forget Leisuretime Activities That Apply DRIVER EDUCATION **Skills!**

safe driving . . . planning long road trips . . . rebuilding old cars . . . car pools . . . boating . . . piloting light aircraft . . . stock car racing . . . bumper cars

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
Study your community's dependency on commercial transportation for goods, services--role play occupations involved; develop a program for a "World Without Wheels"	Home economics class/teacher; social studies class/teacher; coaches	Merchants, public transportation personnel, realtors, hospitals, industry
Develop a youth safety program - plan classes, sessions with traffic planners (maybe create bike trails), bike hikes	Physical education class/teacher; social studies class/teacher	City council, bicycle dealers, mechanics, local bike enthusiasts, parks and recreation bureau, merchants
Measure the ecological and economic effect on your community by private use of motor vehicles	Science class/teacher; social science class/teacher; math class/teacher; economics class/teacher	Urban planners, ecologists, mass transit manager, highway maintenance department

What Other School Subjects & Skills Are Important for People in DRIVER EDUCATION ?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* SAFETY RESEARCHER	*(Occupation)*
READING	Keeps up with new research, reads information from manufacturers	
MATHEMATICS	Reads and charts statistics from tests, surveys	
COMMUNICATIONS (speech, writing)	Speaks to public groups on research benefits; writes reports on findings	
SCIENCE	Understands principles of motion, physical impact reaction	
SOCIAL SCIENCE (history, economics, psychology, geography)	Considers psychological factors, i.e., human reaction to speed, etc.	
BUSINESS/OFFICE	Keeps research records, organizes procedures	
HEALTH/PE	Needs physical strength	
INDUSTRIAL TECHNOLOGY	Tests and designs vehicle parts	
COPING SKILLS (decision making, responsibilities, self-awareness)	Must satisfy consumer groups, manufacturers needs, government investigators	
HUMANITIES (art, music, literature)	Designs for safety but keeps aesthetics in mind	

Earth Sciences

Look Around Your Community for EARTH SCIENCES Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of your community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Landscape architects	Soil analysts, plant specialists, civil engineer
Civil engineers	Engineers, surveyors
Extension service	Soil analyst, plant specialists, engineers
Ornamental horticulturist	Gardeners, plant and soil specialists
Army Corp of Engineers	Engineers, technicians
Water conservation district office	Engineers, soil analysts, geologists
County sanitation department	Sewage engineers
Weather stations	Meteorologists
Assay office	Soil and mineral analysts

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Washington Forest Protection Agency
Western Environmental Trade Association of Washington
Inland Boatmen's Union of the Pacific
North Cascades Conservation Council
Olympic Peninsula Travel Association
Washington Association of Conservation Districts
West Coast Mineral Association
International Erosion Control Association
Washington State Association of Water Districts
Washington State Association of Sewer Districts
Automobile Club of Washington
Keep Washington Green Association, Inc.
Northwest Fisheries Association
International Pesticide Applicators Association

Don't Forget Leisuretime Activities That Apply EARTH SCIENCES **Skills!**

rock collecting . . . hiking . . . boating . . . beachcombing . . . gardening . . . astronomy . . . pottery

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
Study local soil conditions, consider alternative uses for school and neighboring lands OR Conduct a rural land use survey (good especially with smaller agrarian communities)	Agriculture classes/teachers, school groundskeepers	Local nursery/floral shops, soil analysts from extension service, landscape architects, land use planners from city/county agencies, highway engineers, geologists
Conduct atmosphere tests	Physics classes/teachers, possibly shop classes to design weather balloon, instrument baskets, etc.	TV weathercaster, local weather stations
Plan a school ecology day (study interaction of biological and physical systems)	Other science classes/teachers, possibly social science as well	Ecologists, land use and urban planners, biologists, geologists, sociologists, etc.

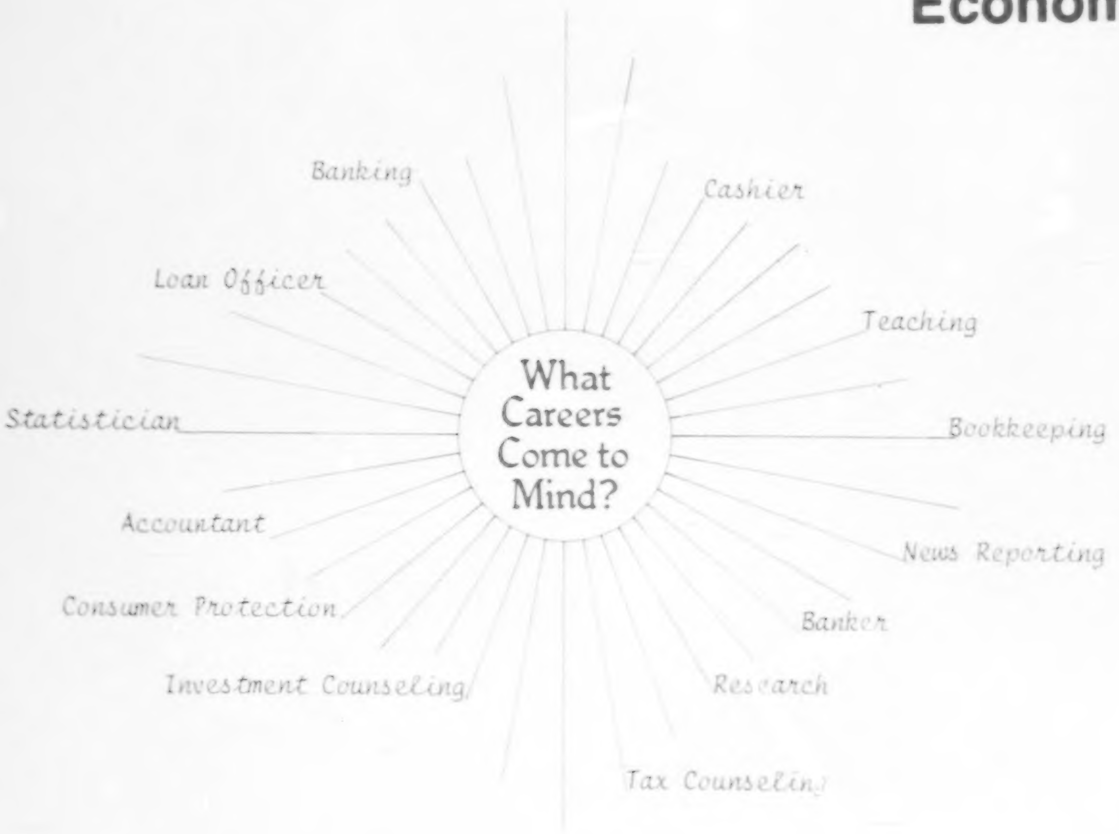
What Other School Subjects & Skills Are Important for People in EARTH SCIENCES ?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* WILDLIFE MANAGER	*(Occupation)*
READING	Keeps up with research reports, trade publications	
MATHEMATICS	Conducts surveys of wildlife; computes movements, animal population increase/decrease	
COMMUNICATIONS (speech, writing)	Talks to hunters groups, ecologists, school children	
SCIENCE	Understands interrelationship of animal life, soil conservation; impact of pesticides, industrial pollution, etc.	
SOCIAL SCIENCE (history, economics, psychology, geography)	Promotes legislation; works with government lobbyists	
BUSINESS/OFFICE	Keeps records, data for government reports, wildlife studies	
HEALTH/PE	Likes the outdoors and can spend long periods of time in wilderness areas	
INDUSTRIAL TECHNOLOGY	Handles bulldozers, mining machinery	
COPING SKILLS (decision making, responsibilities, self-awareness)	Deals with conflicting interests-farmers, loggers, hunters, environmentalists	
HUMANITIES (art, music, literature)	Understand human and social values of nature	

Economics



Look Around Your Community for ECONOMICS **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Bank	Teller, manager, economist
Insurance office	Investment specialist
Credit union	Loan officer, file clerk
Import/export company	Manager/buyer
Consumer agencies	Analyst/researcher
Retail and wholesale businesses	Businessman (annual reports), buyer, sales person, fiscal officer
Colleges	Loan officer, economics professors
Advertising agencies	Market analyst

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Association of Marine Underwriters of Seattle
National Association of Credit Management
Washington Credit Union League
Washington Insurance Council
Western Insurance Information Service
Clearinghouse Association of Seattle
Tacoma Retail Credit Association
Washington State Consumer Finance Association
Washington Bankers Association

Don't Forget Leisuretime Activities That Apply ECONOMICS **Skills!**

balancing the budget . . . making long-range plans for buying houses . . . investing in the stock market . . . installment "purchases" . . . planning for retirement . . . making and selling crafts for community projects . . . holding a garage sale

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
FIELD TRIP: 1. Visit a/several small businesses (i.e., quick service, food franchises) to study supply and demand methods employed by business owner to increase profit; how he/she senses when to lower prices, etc.	School cafeteria manager, math classes/teacher	Owner small business/franchise, patrons (interview about their reaction to "bargains" etc.)
Invite the school district finance officer to talk about the economics of running a school district	Administrators	Managers of non-profit agencies/organizations
Study a local business that has been operating for a long time - prepare a time line of events (world and local) paralleling the business' growth and chart economic profits and declines over the years relative to historical events	History classes/teachers, math classes/teachers	Cooperating employer

Don't stop here! Add more pages as you think of new ideas.

What Other School Subjects & Skills Are Important for People in ECONOMICS **?**

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

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School Subjects and Skills	*(Occupation)* STOCK BROKER	*(Occupation)*
READING	Understands complex legal contracts	
MATHEMATICS	Handles large sums of money; figures investment gains, losses	
COMMUNICATIONS (speech, writing)	Customer relations - explains stock options	
SCIENCE	Should be aware of current research and development of products, materials	
SOCIAL SCIENCE (history, economics, psychology, geography)	Knows trends in national, international events, understands what people buy and sell	
BUSINESS/OFFICE	Needs organizational skills, easy-access filing system	
HEALTH/PE	Desk job requires special effort to maintain exercise program	
INDUSTRIAL TECHNOLOGY	Depends on computers for data, stock analysis	
COPING SKILLS (decision making, responsibilities, self-awareness)	Makes quick decisions for clients; deals with tensions, hectic pace	
HUMANITIES (art, music, literature)	Counsels clients on art investments	

Foreign Language

What Careers Come to Mind?

- Voice of America Announcer
- Translator, Interpreter
- Flight Attendant
- Steamship Employee
- Merchant Marine
- Red Cross
- Customs Agent
- Foreign Service
- Diplomat
- Foreign Correspondent
- Tour Guide
- Importer
- International Banking
- Librarian

Look Around Your Community for FOREIGN LANGUAGE **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Banks	Foreign exchange code clerk
Wine distribution	Foreign wine expert
Travel agency	Travel agent, tour guide
International airlines/airport	Flight attendant, customs agent, port official
Church	Missionary
Military base	Interpreter, overseas officers
Steamship line	Interpreter
Import shops	Buyer, correspondence secretary
Migrant labor community	Teachers, social workers
Automobile dealers	Foreign car importer
Publishing houses	Editors of multicultural materials

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Seattle Committee on Foreign Relations
Washington Council for International Trade
American Automobile Association
American Cultural Exchange
American Society of Travel Agents
Club Social Hispano Americano
German Club (Seattle)
American Field Service
American Friends Service Committee
Modern Language Association
YMCA/YWCA
Japan America Society of Seattle, Inc.
Local service clubs (sponsor exchange students)

Don't Forget Leisuretime Activities That Apply FOREIGN LANGUAGE **Skills!**

foreign films . . . books . . . travel . . . exchange student host family . . . international cuisine . . . shortwave radio operation

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
Plan a festival: a holiday in other lands program	Art/home economics/music/drama classes, librarian, music teacher	Foreign counsel, travel agent, international airlines, foreign born citizens, chef
Plan an "Our Shrinking World" day	Social studies classes, math (going metric) teachers, physics (satellite stations, living in outer space) earth science	World travelers, airline pilots, telephone/telegraph representative, banker-economist
Plan on hosting a hunger seminar	Home economics classes/teachers, school cafeteria, social studies classes/teachers, science classes/teachers	Red Cross worker, missionary, geologist, travelers, public health officials, international business people
Have a film study program. View ethnic and migrant (i.e., "The Emigrants") films for historical context, cultural understanding	Drama class/teacher, media specialist	Local theaters, film enthusiasts

Don't stop here! Add more pages as you think of new ideas.

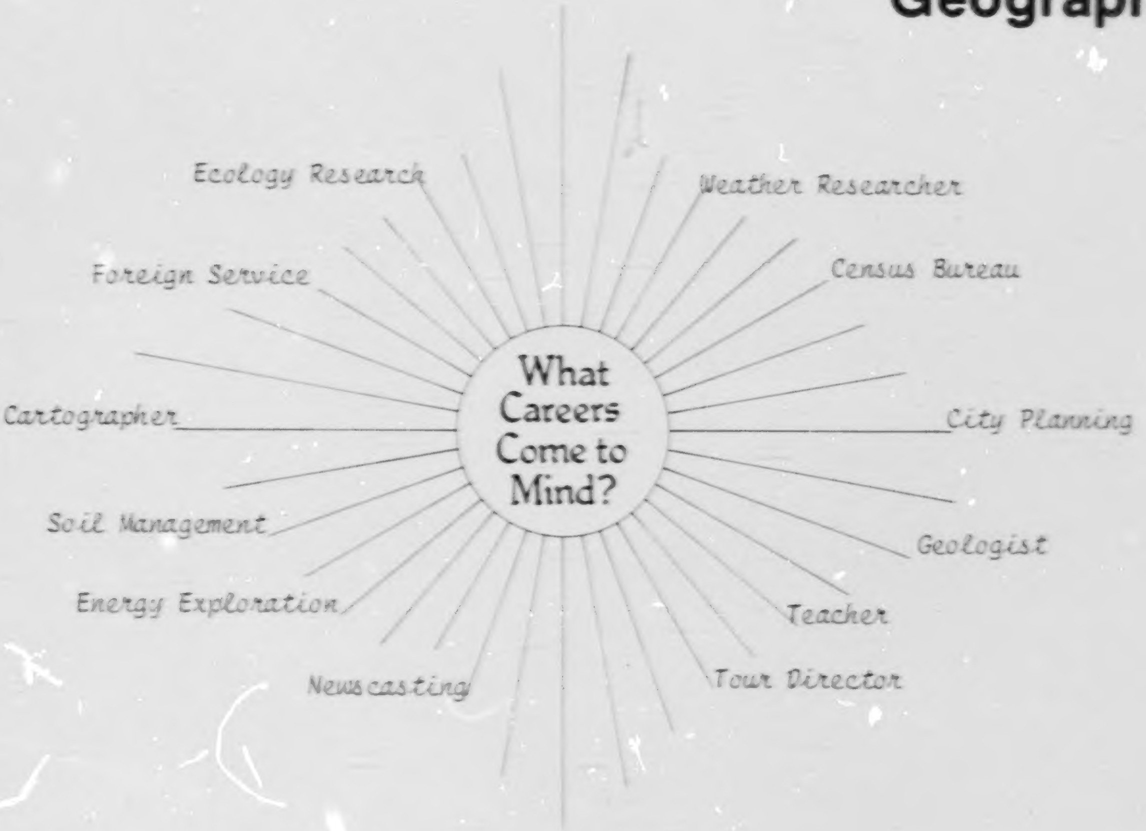
What Other School Subjects & Skills Are Important for People in FOREIGN LANGUAGE ?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* IMPORTER	*(Occupation)*
READING	Reads more than one language	
MATHEMATICS	Knows foreign exchange rates	
COMMUNICATIONS (speech, writing)	Handles verbal and written correspondence, orders in more than one language	
SCIENCE	May import technical equipment, needs familiarity with terms	
SOCIAL SCIENCE (history, economics, psychology, geography)	Knows social values, interests, how to "sell" other culture's products	
BUSINESS/OFFICE	Manages personnel; handles purchase orders, billings	
HEALTH/PE	Can handle stress of international business dealings	
INDUSTRIAL TECHNOLOGY	Supervises loading/unloading operations of merchandise	
COPING SKILLS (decision making, responsibilities, self-awareness)	Feels confident working with people of different countries	
HUMANITIES (art, music literature)	Imports records, books, authentic art work	

Geography



Look Around Your Community for GEOGRAPHY **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
City planning office	Land use specialists, traffic engineers, lobbyists
County zoning commission	Zoning commissioner, researchers, engineers
Office of highway engineers	Cartographers, engineers
Colleges	Researchers (energy, land use), population planners
Tourist agencies	Travelers, tour guides
Census bureau	Demographer
Importer	World traveler, international products distributor
U.S. armed forces base	Cartographers, engineers, airline pilots

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Northwest Public Power Association
Downtown Seattle Development Association
Planning Association of Washington
International District Improvement Association
North Cascades Conservation Council
Mobile Home Owners of America
Pacific Maritime Association
Washington Association of Realtors
International Organization of Masters, Mates and Pilots
Automobile Club of Washington
Olympic Peninsula Travel Association
Northwest Mining Association
Japan-America Society of Seattle
U.S. Department of Commerce
Pacific Northwest Waterways Association
Washington Real Estate Educational Foundation

Don't Forget Leisuretime Activities That Apply GEOGRAPHY **Skills!**

traveling . . . reading maps . . . planning a place to settle down . . . citizen involvement in land-use planning . . . neighborhood development . . . following the news

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
Chart a cross-country trip	Social studies classes/teacher, home economics classes/teacher, driver education class/teacher	Travel agent, tourist agency, highway engineer, hotel-restaurant organization, state patrol
Design a business and place it in three or more locations, studying the difference the region makes on operation, profits, etc. OR Study a business already operating from more than one region, i.e., international beverage plants	Social studies classes/teacher, mathematics classes/teacher, industrial arts classes/teacher, sociology classes/teacher, foreign language classes/teacher, economics classes/teacher	Cooperating business manager, industrial publications (market reports, yearly summaries), traveling businessmen, community members recently transferred from another region, real estate salesmen
How does geography affect our community? Its products, its population, etc.	All classes/teachers, school administrators	Local industry/business managers, newspaper personnel, politicians, real estate sales people, construction companies

Don't stop here! Add more pages as you think of new ideas.

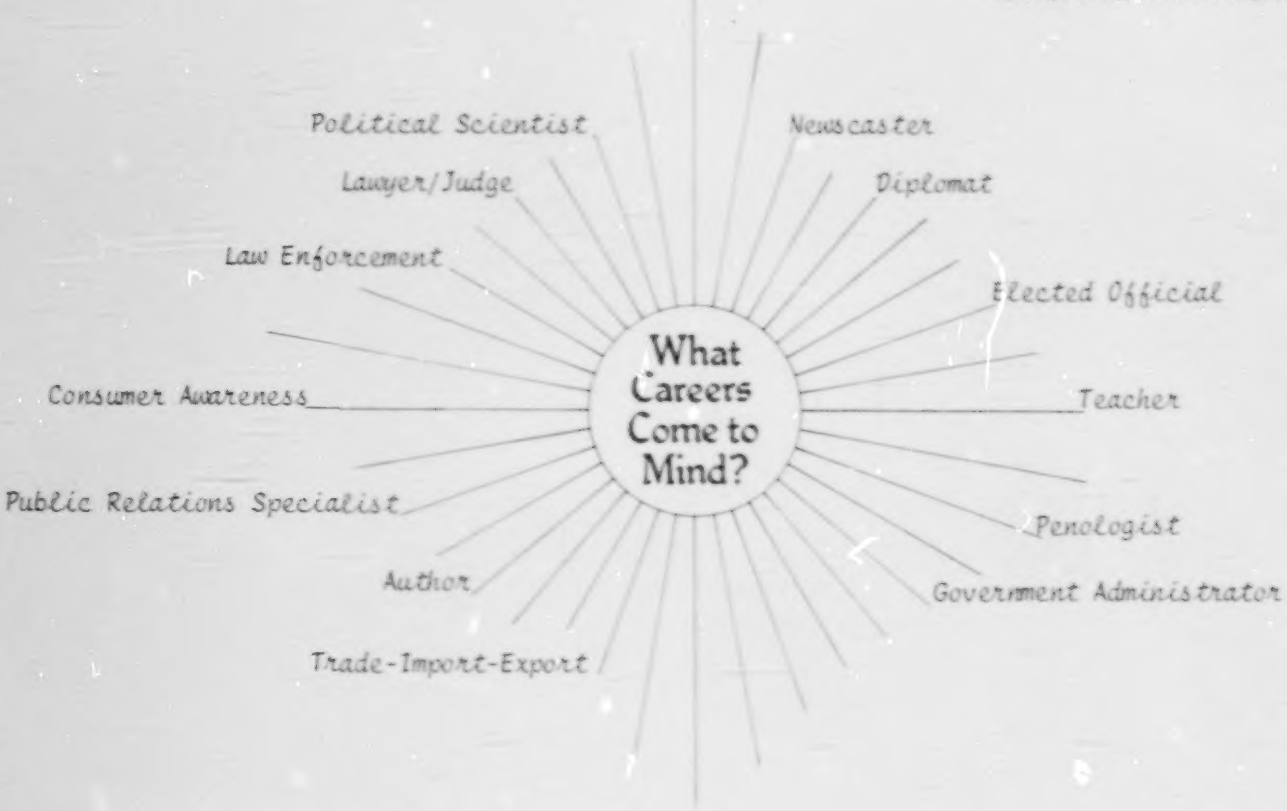
What Other School Subjects & Skills Are Important for People in GEOGRAPHY?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* TRAVEL AGENT	*(Occupation)*
READING	*Reads brochures, current tourist literature*	
MATHEMATICS	*May need to compute rates, discounts, etc.*	
COMMUNICATIONS *(speech, writing)*	*Writes out airline tickets, sends for reservations*	
SCIENCE	*Provides information on required immunizations, precautions for certain destinations*	
SOCIAL SCIENCE *(history, economics, psychology, geography)*	*Advises clients on cultural customs, needs for sensitivity to local citizens*	
BUSINESS/OFFICE	*Arranges for rental cars; charts out itineraries, completes maps, guidebooks*	
HEALTH/PE	*Mental and physical fitness needed for information gathering trips*	
INDUSTRIAL TECHNOLOGY	*Knows technological development of different areas - can advise businessmen of common industrial concerns*	
COPING SKILLS *(decision making, responsibilities, self-awareness)*	*Provides assistance for travelers regarding destination, reservations*	
HUMANITIES *(art, music literature)*	*Knows cultural centers, special events in target travel areas*	

Government



Look Around Your Community for GOVERNMENT Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
City hall	Elected officials, administrators
Campaign offices	Managers, canvassers, speech writers
Large industry/business	Public relations manager, grant writers
Shipping company	Lawyer, customs officials
Import/export business	Customs lawyer, shipper
Foreign embassies	Diplomats, international lawyers
Law offices	Lawyers, clerks, statisticians
Newspaper offices	Writer/reporters, foreign correspondents

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Washington State Bar Association
Seattle Committee on Foreign Relations
American Society for Public Administration
Washington State International Trade Fair
Washington State Law Enforcement
World Without War Council
International Association of Official Human Rights Agencies
Pacific Northwest International Trade Council
Washington Council for International Trade
World Affairs Council of Seattle
American Arbitration Association

Don't Forget Leisuretime Activities That Apply GOVERNMENT **Skills!**

membership in volunteer organizations . . . understanding the news . . . dealing with family disputes and neighborhood problems . . . participating in local/state/national campaigns . . . running for local office . . . organizing neighbors over zoning issue . . . writing letters to newspapers, congresspeople

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
Host a world awareness day	Foreign language classes/teachers, geography classes/teachers, art & humanities classes/teachers, economics classes/teachers	Parents from foreign countries, international affairs editor of local newspaper, college professor, Foreign Students Association, representatives from local college, businesspeople and other persons from the community who travel a lot
Hold a series of small group open discussion sessions with students and student officers to discuss problems and issues relating to the school community	Speech & debate classes/teachers, journalism classes/teachers, student government officers, school administrators, social studies classes/teachers	Local city officials who might share ideas, give feedback, local newspaper editors/reporters analysts and administration experts from business or the university
INDIVIDUAL ACTIVITIES: 1. Work for local candidates in local/national elections 2. invite resource people from local campaign headquarters to give presentations and serve as advisors for various projects, i.e., staging a mock election or student body election		Campaign headquarters Campaign headquarters

Don't stop here! Add more pages as you think of new ideas.

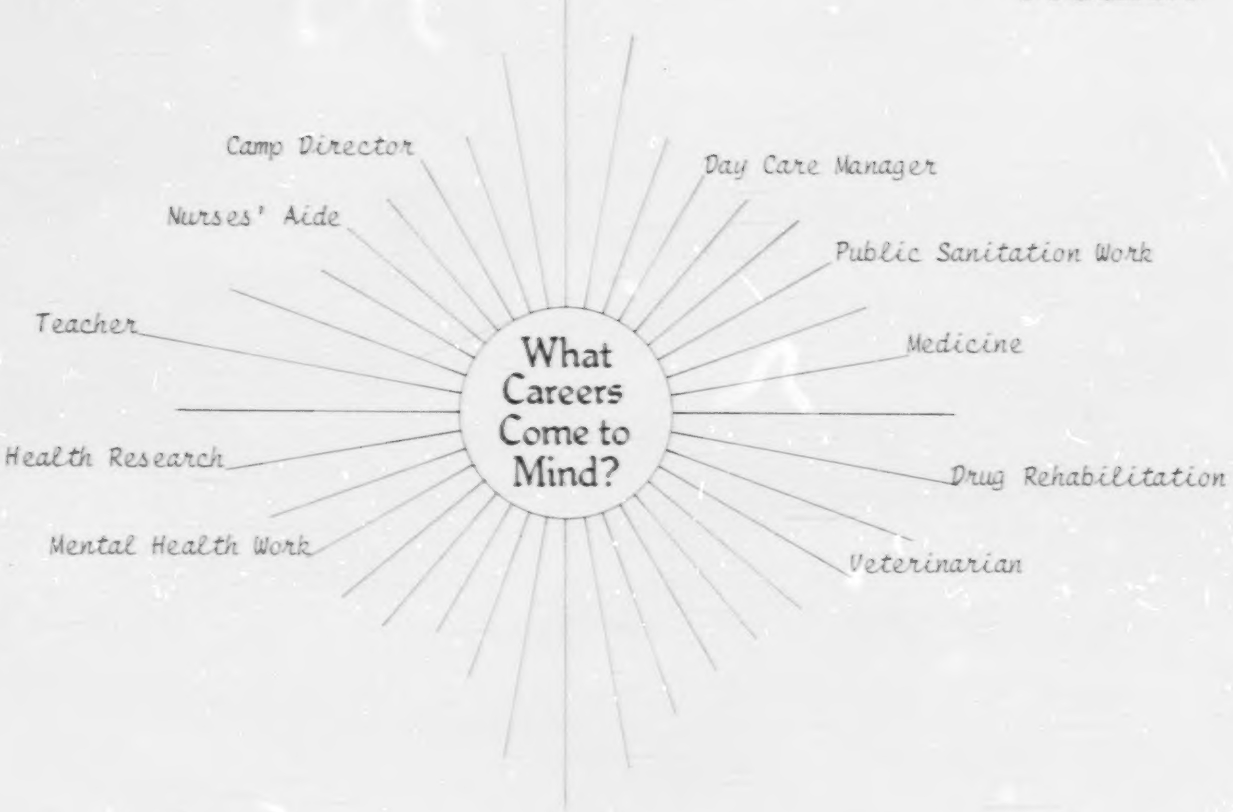
What Other School Subjects & Skills Are Important for People in GOVERNMENT?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* DIPLOMAT	*(Occupation)*
READING	Keeps up with current events, reads government documents	
MATHEMATICS	Understand budgets	
COMMUNICATIONS (speech, writing)	Speaks several languages, understands language subtleties; files reports	
SCIENCE	Knows medical research and its bearing on a country/community	
SOCIAL SCIENCE (history, economics, psychology, geography)	Needs thorough knowledge of geography, cultures, etc.	
BUSINESS/OFFICE	Handles foreign correspondence	
HEALTH/PE	Deal with tensions and changing schedules	
INDUSTRIAL TECHNOLOGY	Knows the industrial development of the country; understands needs for technological growth	
COPING SKILLS (decision making, responsibilities, self-awareness)	Interacts with many kinds of people, makes quick decisions	
HUMANITIES (art, music, literature)	Is sensitive to cultural differences	

Health



Look Around Your Community for HEALTH **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Hospital, clinic	Doctors, nurses, aides, therapists, dieticians, lab technicians
Day care centers	Director
Rehabilitation centers	Therapist, counselor, doctor
Survival training school	Teacher
Health spa	Fitness expert, weight-loss counselor
YWCA-YMCA	Lifeguard, life skills counselor
Local industry	Safety engineer
Mountain rescue unit	First aid instructor, rescue crew
Fire department	First aid instructor, rescue crew
Police department	Emergency squad, counselors

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

American Medical Association
Red Cross
American Heart Association
Washington State Health Facilities
Washington State Department of Social and Health Services
Washington State Dental Association
Washington State Pharmaceutical Association
Washington State Nurses' Association
Evergreen Safety Council
Zero Population Growth

Don't Forget Leisuretime Activities That Apply *HEALTH* **Skills!**

first aid assistance . . . raising a family . . . caring for pets . . . scout leadership . . . sports activities

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
FIELD TRIP: Study industrial safety regulations/practices	Industrial arts teacher/classes, physical education teacher/classes	Factories, machine shops, fire department
Set up a community health day. Plan activities promoting good health, demonstrations, foods, etc.	Physical education teachers/classes, home economics teachers/classes, publications teachers/classes all-school facilities	Newspaper, local athletic facility manager, parks department, restaurant owners

Don't stop here! Add more pages as you think of new ideas.

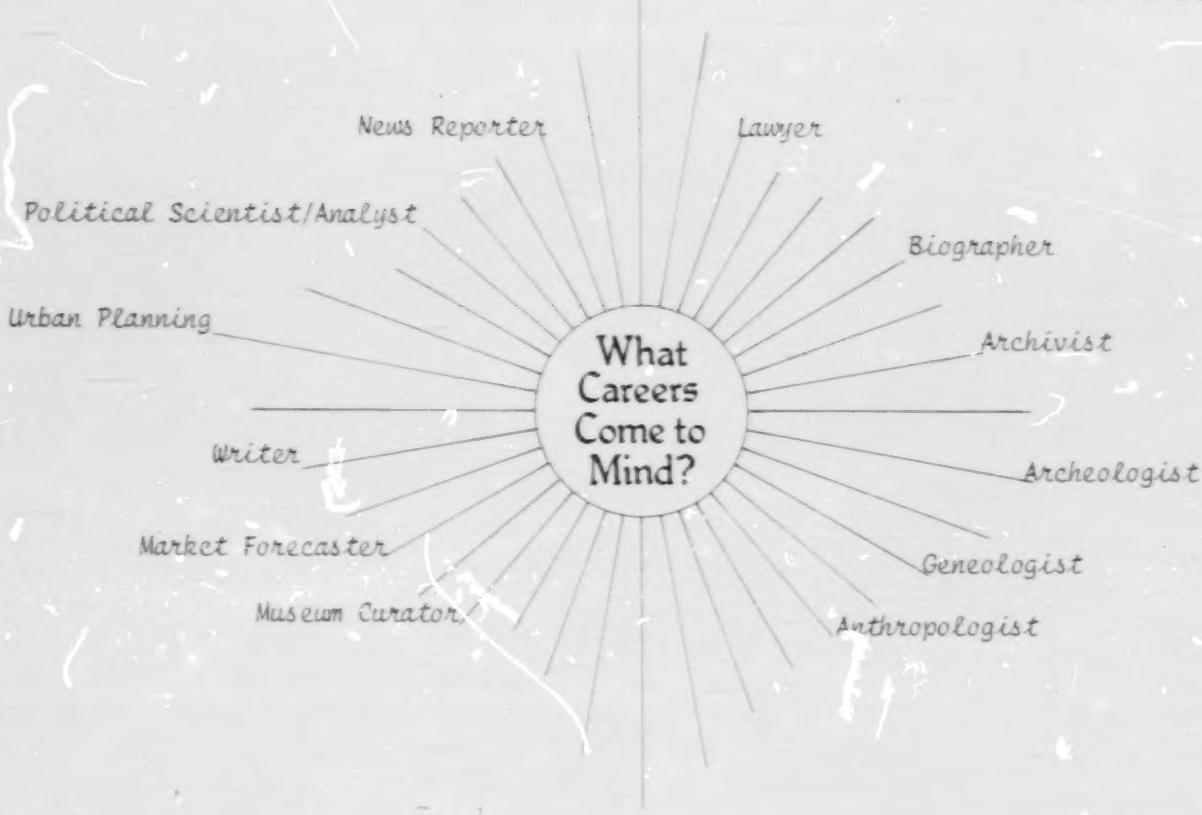
What Other School Subjects & Skills Are Important for People in HEALTH?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* DAY CARE MANAGER	*(Occupation)*
READING	Reads and understands legal responsibilities assumed for day care certification	
MATHEMATICS	Manages finances of small business	
COMMUNICATIONS (speech, writing)	Relays information to and listens to parents	
SCIENCE	Can administer first aid	
SOCIAL SCIENCE (history, economics, psychology, geography)	Sensitive to differences in home situations, knows parent fears of leaving children	
BUSINESS/OFFICE	Keeps files for tax purposes	
HEALTH/PE	Practices safety; maintains sanitary conditions	
INDUSTRIAL TECHNOLOGY	Can repair children's playthings and equipment	
COPING SKILLS (decision making, responsibilities, self-awareness)	Knows leadership skills; handles group tensions	
HUMANITIES (art, music, literature)	Uses art and music activities; provides friendly and inviting physical environment	
	112	

History



Look Around Your Community for HISTORY Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
City planning office	Research assistants, planners
Library	Archivist, librarian
Historical society	Archivist, historians, researchers, display workers
Newspaper	Archivist, reporters, editors
College	History professors
Museum	Director, curator, archivist
TV/radio stations	Reporters
Investment counseling office	Market analyst
Bookstore	Buyer

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Pioneer Association of Washington
Historical Society of Seattle
Daughters of the American Revolution
Seattle Folklore Society
Historic Seattle Preservation & Development Authority

Don't Forget Leisuretime Activities That Apply HISTORY Skills!

family albums and memorabilia . . . tracing the family tree . . . writing letters . . . understanding the news . . . home decorating . . . economic planning . . . book collecting . . . fossil hunting . . . rock hounding . . . tombstone rubbings

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
Study historical background of news stories - invite local commentators into the classroom; produce news analysis of today in terms of history - can we see parallels? Have we learned anything? Can we learn anything?	Journalism class/teacher, librarian, "history buffs"	Local news commentators, reporters, librarians, city hall record keepers, politically active citizens
Develop an historical chart of your community - locate family trees, ancestry, artifacts to place your area in a historical setting - invite biographers, stamp collectors, antique collectors	Geography class/teacher, literature class/teacher, librarian	Archeologist, genealogist, librarians, courthouse records, museum, antique dealers, used book store

What Other School Subjects & Skills Are Important for People in HISTORY ?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

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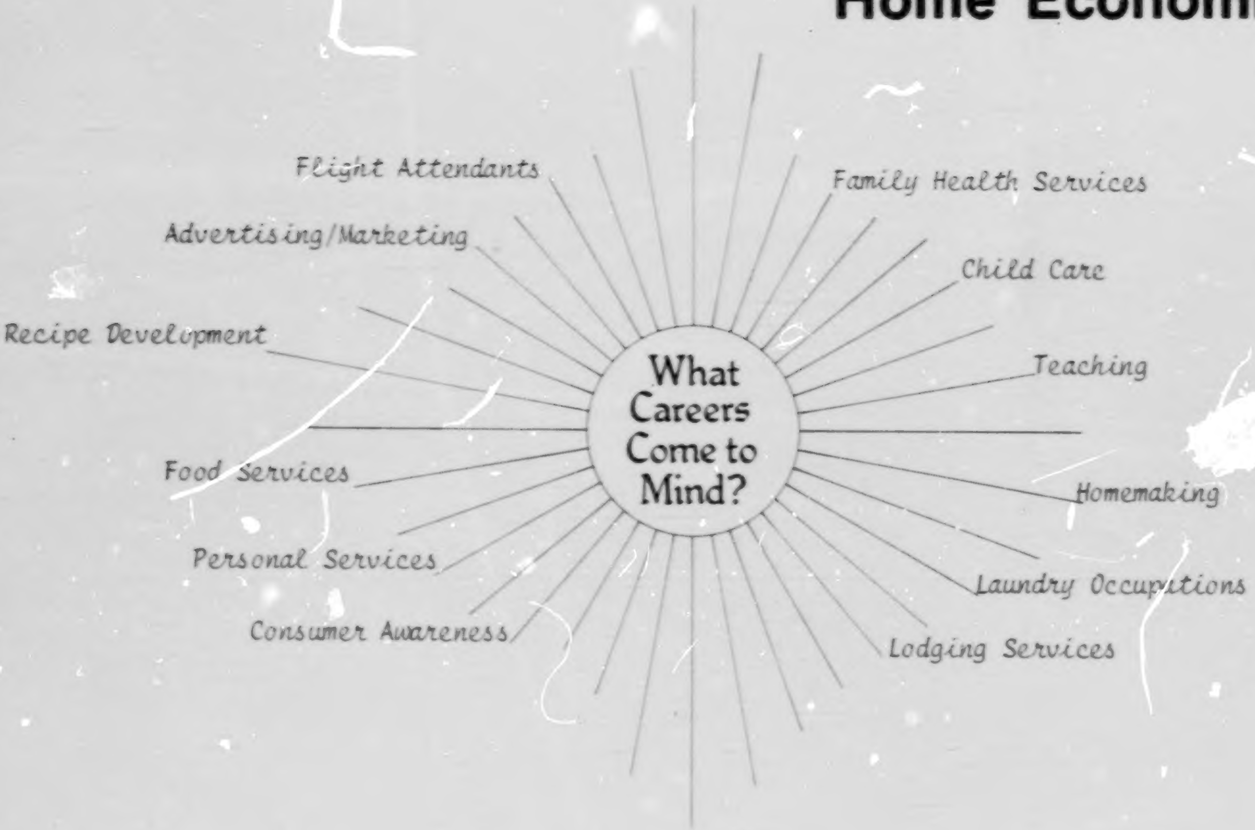
School Subjects and Skills	*(Occupation)* BIOGRAPHER	*(Occupation)*
READING	Researches background material	
MATHEMATICS	Deals with statistics	
COMMUNICATIONS (speech, writing)	Interviews people, writes notes, develops reports, books, etc.	
SCIENCE	Is able to explain relationships of social and technological changes	
SOCIAL SCIENCE (history, economics, psychology, geography)	Understands individual motivations in terms of society and cultural values	
BUSINESS/OFFICE	May do own accounting, negotiating with publishers, etc.	
HEALTH/PE	Indoors a lot - needs to balance with exercise	
INDUSTRIAL TECHNOLOGY	Knows the role played in history by industry/technology development	
COPING SKILLS (decision making, responsibilities, self-awareness)	Able to emphasize and understand people being written about	
HUMANITIES (art, music, literature)	Familiar with development and trends in art, music, literature	

Home Economics



Look Around Your Community for HOME ECONOMICS Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Department stores	Buyers, customer service representatives
Credit unions	Financial planning consultants
Hospitals	Dieticians, nutritionists
Restaurants	Cooks, servers
Motels	Managers, maintenance staff
Schools	Cafeteria supervisor, nurses, counselors
Clothing manufacturers	Design and marketing specialists
Food manufacturers	Home economists, quality control experts
Early childhood centers	Child care workers, nurses
Airlines	Flight attendants
Boutiques	Fashion coordinators
Furniture stores	Home decorators

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Planned Parenthood
Right to Life Groups
LaLeche League
Food Coops
Mental Health Association
Washington State Nursing Home Association
Dining Room Employees Union
County Extension Service
Washington Restaurant Operators Association
Food Handlers Union
Weight Watchers
Pacific Northwest Apparel Association
Marine Cooks & Stewards (AFL/CIO)
Bakers Union

Don't Forget Leisuretime Activities That Apply HOME ECONOMICS **Skills!**

home repairs . . . gourmet cooking . . . neighborhood potlucks . . . meal planning . . . child raising . . . parent organizations . . . wise shopping

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
Have a school food fair	Foreign language classes (for tips on culture), cafeteria staff, art classes (for decorating)	Chefs, foreign food wholesalers, specialty markets/delicatessans, soft drink distributors, restaurant owner/manager
Plan a mental health day	Health/PE classes, school counselor, psychology/social science classes	Psychologist, psychiatrist, marriage counselor, drug abuse agencies and clinics, ministers, people representing different life styles
INDIVIDUAL STUDENT PROJECTS:		
1. Receptionist	Language arts classes (speech, English), school secretary/receptionist	Social service agency
2. Candy striper	Health/PE classes, school nurse	Hospital
3. Consumer research	Math classes/teachers, business classes/teachers	City/county offices; advertising agency
4. Cost-effectiveness analysis		

Don't stop here! Add more pages as you think of new ideas.

What Other School Subjects & Skills Are Important for People in HOME ECONOMICS ?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

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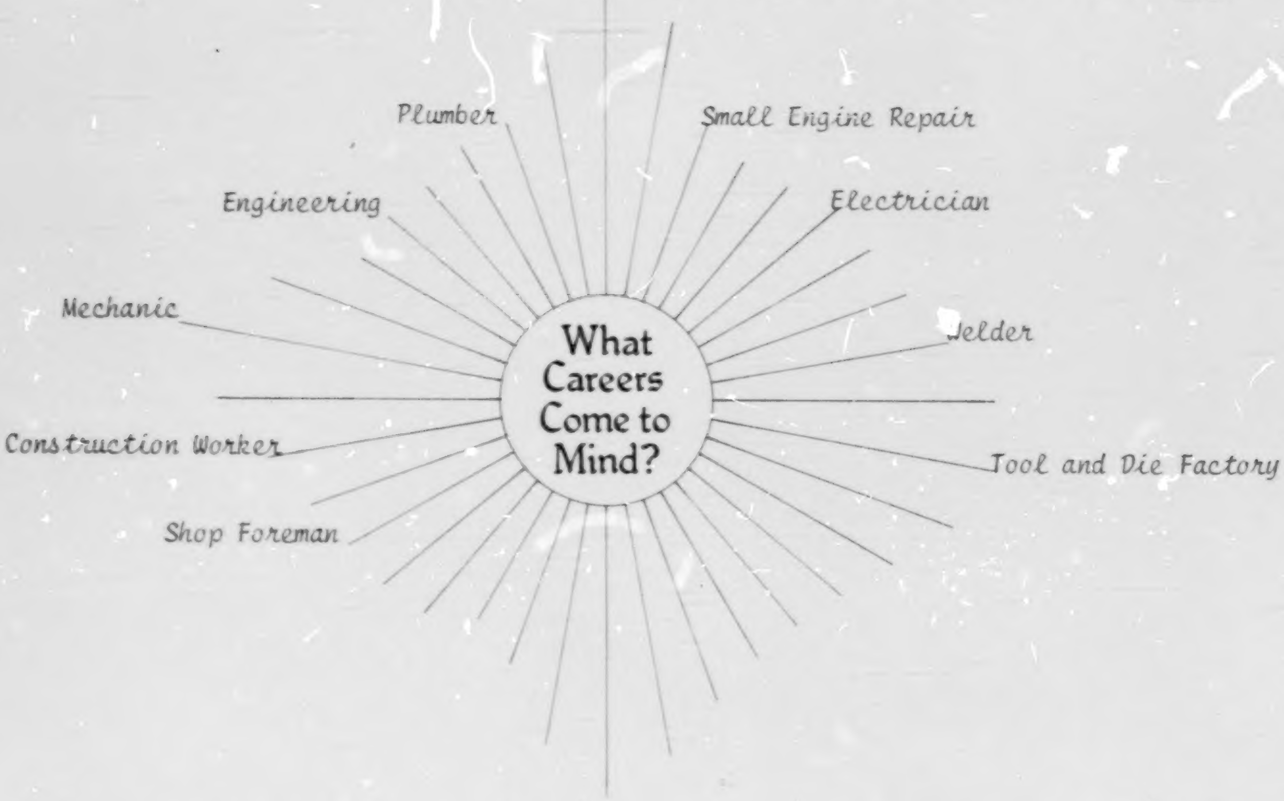
School Subjects and Skills	*(Occupation)* CHEF/BAKER	*(Occupation)*
READING	Interprets recipes	
MATHEMATICS	Weighs/measures (uses fractions, equivalents)	
COMMUNICATIONS (speech, writing)	Takes orders	
SCIENCE	Understands yeast growth, food properties	
SOCIAL SCIENCE (history, economics, psychology, geography)	Knows how tastes vary with geography; regional foods/history of food	
BUSINESS/OFFICE	Balances budget, figures supply needs	
HEALTH/PE	Lifts heavy pots and pans; knows nutritional values	
INDUSTRIAL TECHNOLOGY	Kitchen design	
COPING SKILLS (decision making, responsibilities, self-awareness)	Deals with customers	
HUMANITIES (art, music, literature)	Presents foods in appealing way; gourmet foods	

Industrial Technology



Look Around Your Community for INDUSTRIAL TECHNOLOGY Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Residential construction sites	Carpenters, plumbers, bricklayers, electricians, painters
Commercial construction sites	Engineers, welders, pipefitters, crane operators, oilers
TV studio	Engineers, technicians, electricians
Machine shop	Engineers, designers, draftspeople, machinists, apprentices
Radio repair shop	Technicians
Architectural firms	Architects, engineers, draftspeople
Automobile manufacturers	Technicians, welders, assemblers
Telephone company	Equipment installers, service personnel

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Carpenter's District Council
Lather's Union
U.S. Department of Labor
State Employment Office
State Apprenticeship Agency
Associated General Contractors of America, Inc.
National Association of Home Builders
Washington Department of Labor & Industries
Washington Metal Trades, Inc.
Western Washington Auto Dismantlers
Automotive Machinists Union
Engineers' Council for Professional Development
National Society of Professional Engineers
Timber Operators Council, Inc.
Engineering Manpower Commission
American Institute for Design and Drafting

Don't Forget Leisuretime Activities That Apply INDUSTRIAL TECHNOLOGY **Skills!**

wood working/wood carving . . . art and metal working . . . boat building and repair . . . home repair . . . "shade tree mechanic" . . . ham radio operator

DON'T FORGET:
Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
Prepare a topographical map of school site	Mathematics class/teacher, geography class/teacher	Architect, surveyor and equipment, draftsperson
Build, operate and maintain a school radio station	Language arts class/teacher, journalism class/teacher, science class/teacher	Local radio and TV station professional writers, reporters, electricians, technicians
FIELD TRIPS:		
1. Residential construction site		Carpenters, plumbers, bricklayers, painters, electricians, foreman
2. Architectural firm		Architects, engineers, drafts person
3. Manufacturing sites		Engineers, technicians, machinists, welders, drafts person, assemblers
4. School construction walking tour (hosted by upper secondary students who have been studying design and engineering)	Custodial staff, school district building experts, science teachers, drafting instructors, industrial arts teacher	Architects, city building inspector, union representative, engineers, heating and cooling equipment installers

Don't stop here! Add more pages as you think of new ideas.

What Other School Subjects & Skills Are Important for People in INDUSTRIAL TECHNOLOGY ?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

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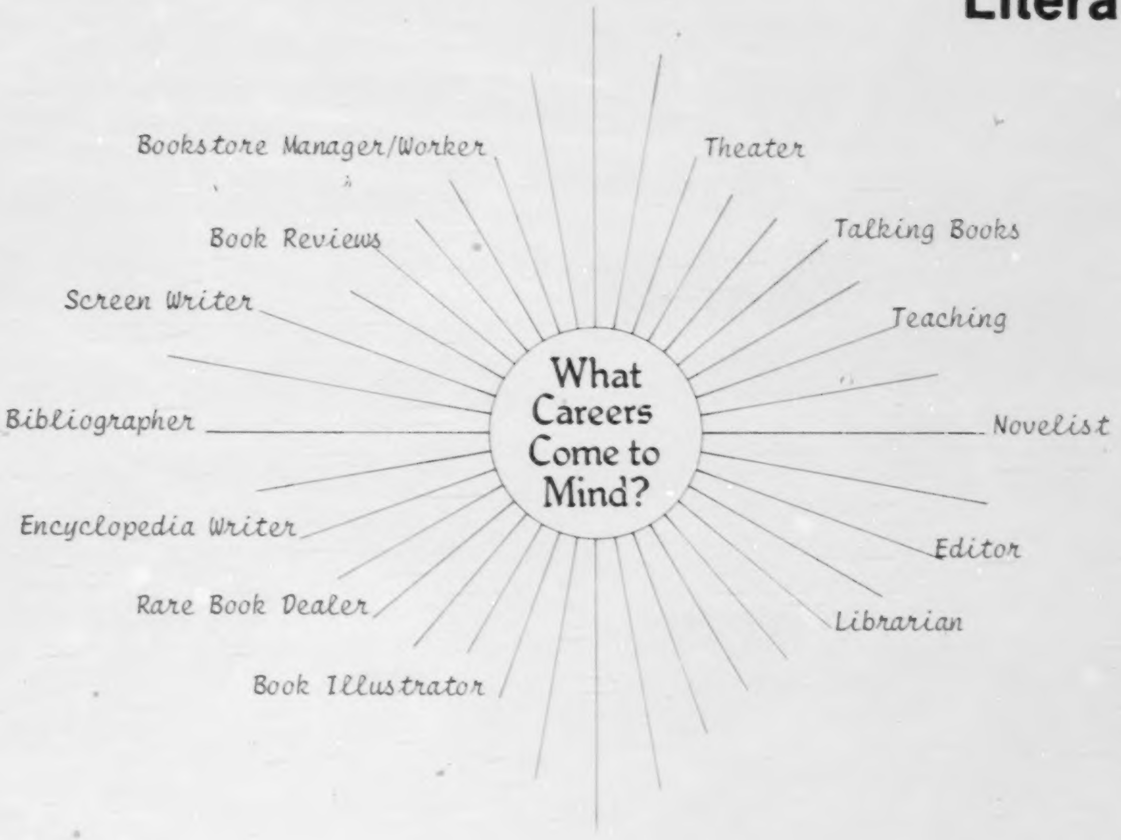
School Subjects and Skills	*(Occupation)* PLUMBER	*(Occupation)*
READING	Reads trade journals, follows product development, etc.	
MATHEMATICS	Computes measurements, reads schematics, understands scaled drawings	
COMMUNICATIONS (speech, writing)	Talks with customers, orders supplies	
SCIENCE	Knows reactions of chemicals on pipes, equipment	
SOCIAL SCIENCE (history, economics, psychology, geography)	Keeps current on city/county codes	
BUSINESS/OFFICE	Often runs one-man shop - keeps records, billings	
HEALTH/PE	Has awareness of sanitation regulations, gives household tips	
INDUSTRIAL TECHNOLOGY	Uses specialty tools, understands mechanics of plumbing systems	
COPING SKILLS (decision making, responsibilities, self-awareness)	Answers customer complaints about billings, high repair costs, etc.	
HUMANITIES (art, music, literature)	Creative pipe fitting	

Literature



Look Around Your Community for LITERATURE Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Newspaper office	Book reviewers
Library/bookmobile	Archivist, cataloguist, volunteer readers, storytellers
Book store	Owner, sales people, manager, poetry reading leaders
Schools, universities	Literature and writing teachers, playwrights, student directors
Community theater	Directors, actors
Library research services	Archivist, researcher
Publishing house	Novelist, publisher, editor, proofreader

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Local book clubs
Seattle Folklore Society
Librarian's Association
Book Dealer's Guild

Don't Forget Leisuretime Activities That Apply LITERATURE **Skills!**

bedtime stories . . . organizing local book club . . . amateur theater productions . . . volunteer reading for invalids, hospitalized children

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
INDIVIDUAL PROJECTS:		
1. Volunteer reading(s) for individuals or groups; prepare tapes for the blind (talking books)	Speech class/teacher, school nurse, counselor	Hospitals, nursing homes, childrens' homes, Chamber of Commerce, service organizations
2. Storytelling	Speech/drama class/teacher; music teacher	Library, childrens' ward in hospital day care center
GROUP PROJECT:		
1. Create your own adaptation of a novel/screenplay/poem with stage production and/or a school-printed version with illustrations (book form or large posters)	Speech/drama class/teacher; music teacher, art class/teacher; journalism class	Librarian, bookstore manager, community theater group, local artist/illustrator, newspaper (publicity and printing), publisher representative, ad agency

Don't stop here! Add more pages as you think of new ideas.

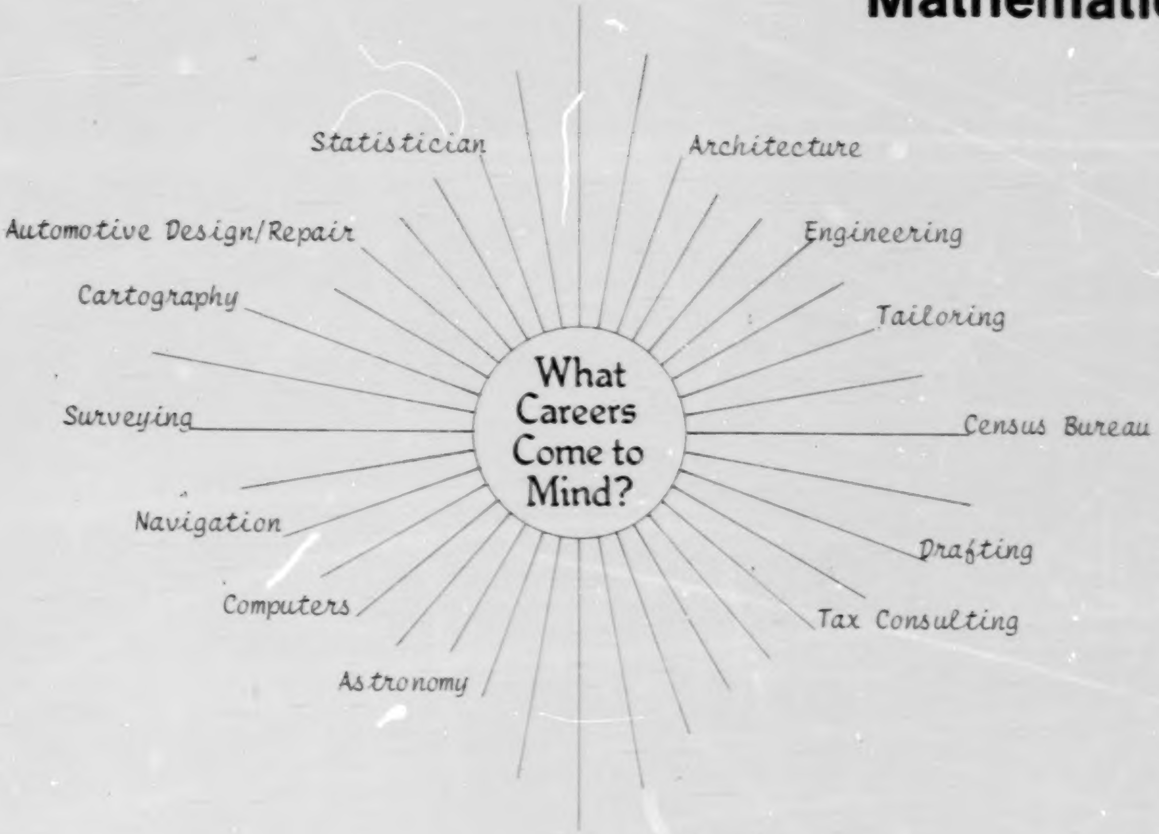
What Other School Subjects & Skills Are Important for People in LITERATURE?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* THEATER DIRECTOR	*(Occupation)*
READING	Reads and memorizes scripts, reviews	
MATHEMATICS	Knows dimensions of stage, backgrounds for correct staging effects; uses scale models	
COMMUNICATIONS (speech, writing)	Must communicate traits to be portrayed by actors	
SCIENCE	Uses safe make-ups; understands acoustics	
SOCIAL SCIENCE (history, economics, psychology, geography)	Knows historical background for continuing authentic staging	
BUSINESS/OFFICE	Orders supplies; files scripts, music scores	
HEALTH/PE	Demonstrates stage moves - requires agility	
INDUSTRIAL TECHNOLOGY	Directs the use of stage equipment-electrical system	
COPING SKILLS (decision making, responsibilities, self-awareness)	Works with strong personalities and sensitive egos	
HUMANITIES (art, music, literature)	Senses the interrelationship of music and design in production	

Mathematics



Look Around Your Community for MATHEMATICS Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Income tax service	Accountants
Landscape	Landscape architects
Banks	Tellers, loan officers
Stock brokerage	Accountants, stockbrokers
City planning office	Drafting personnel, statisticians
Clothing alterations shop	Bookkeeper
Cabinet shop	Carpenter, purchasing agent
House construction	Surveyor, engineer, carpenter

(continued [illegible]e next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Washington Bankers Association
Washington Association of Accountants
Associate Credit Bureau of Washington, Inc.
Independent Insurance Agents & Brokers of Washington

Amateur Astronomers
Washington Credit Union League
Spokane Fuel Dealers Credit Association

Don't Forget Leisuretime Activities That Apply MATHEMATICS **Skills!**

managing family budgets . . . measuring . . . planning trips . . . gas mileage . . . shopping . . . planning home building projects

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
Survey the school		Surveyor and equipment
Design outside furniture for school grounds	Carpentry class/teacher, mechanical drawing class/ teacher	Furniture designer, cabinet shop
Analyze a day's traffic in the school (charts, statistics)	School maintenance staff, floorplans of the school	Traffic engineer, statistician
Analyze cost per student for cafeteria service	Cafeteria supervisor, school purchasing agent or business manager, home economics classes/teachers	Food suppliers, supermarket or restaurant purchasing agents

Don't stop here! Add more pages as you think of new ideas.

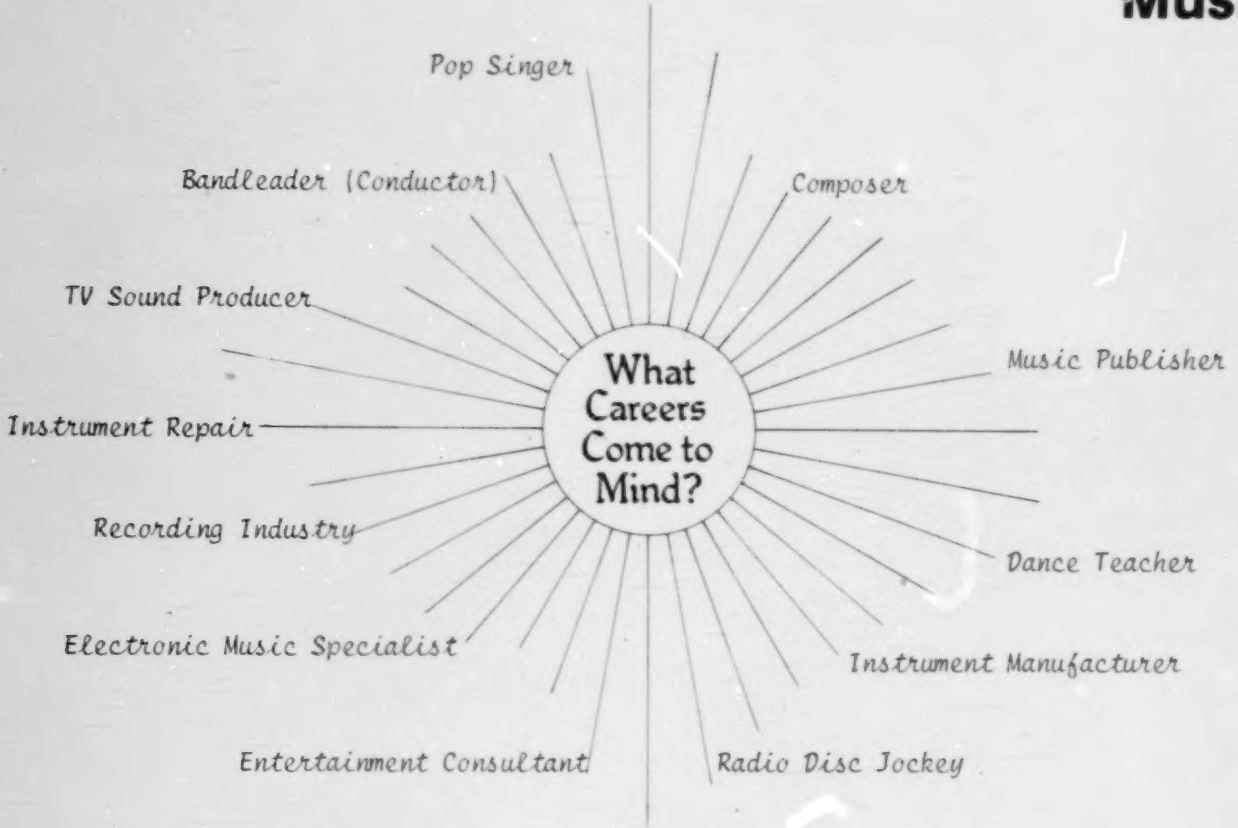
What Other School Subjects & Skills Are Important for People in MATHEMATICS **?**

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities — find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* NAVIGATORS	*(Occupation)*
READING	Reads equipment manuals, weather reports	
MATHEMATICS	Computes time, distance, course alternatives	
COMMUNICATIONS (speech, writing)	Speaks clearly over radio, make and file reports	
SCIENCE	Uses astronomy, meteorology	
SOCIAL SCIENCE (history, economics, psychology, geography)	Needs geographical knowledge	
BUSINESS/OFFICE	Keeps records, charts course progress	
HEALTH/PE	Copes with transcontinental travel, etc.	
INDUSTRIAL TECHNOLOGY	Understands nautical equipment	
COPING SKILLS (decision making, responsibility, self-awareness)	Handles stress and responsibility for crew, passengers	
HUMANITIES (art, music, literature)	Design and draftsperson skills for navigation charts	
	132	

Music



Look Around Your Community for MUSIC Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Civic theater/auditorium	Program director, orchestra leader, performers
Newspaper	Music critic
Radio/TV station	Disc jockey, program director, recording industry promoters, sound crew
Music store	Instrument repair person, music teacher, professional publications publishers
Ticket agency	Entertainment promoters, managers
Music publisher	Song writers
Church or synagogue	Choir directors, accompanists
Night club/restaurant	Band director, entertainment director, announcer

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

United Arts Council of Puget Sound
Pacific Northwest dance troupes
Seattle Opera Association

Musicians Association
Piano Technicians Guide, Inc.
Seattle Symphony Orchestra

Don't Forget Leisuretime Activities That Apply MUSIC **Skills!**

Dance band . . . church choir . . . community group pianist/organist . . . amateur musical plays . . . teaching children's songs . . . summer camp work . . . organization of benefit programs . . . barber shop quartets

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
Investigate the way music is put to use in businesses/industries in the community	All staff	Restaurants, office managers, stereo shops, car stereo installers, department store managers, record sales shops, dance studio
Provide ideas for music promotions for community service organizations (public service spots for radio, local TV stations)	English class/teacher, art class/teacher, journalism class/teacher, industrial arts class/teacher	Chamber of Commerce, radio or TV station manager, advertising people, service organization leaders, fire department, police department
FIELD TRIP: 1. Visit an instrument repair shop (or even better the shop of an instrument manufacturer) - study the occupations, involved	Industrial arts class/teacher, office class/teacher	Craftsperson, repair person, parts supplier, delivery company, instrument case supplier, shop owner, advertising specialist, sales representative, bookkeeper, teacher, tool supplier

Don't stop here! Add more pages as you think of new ideas.

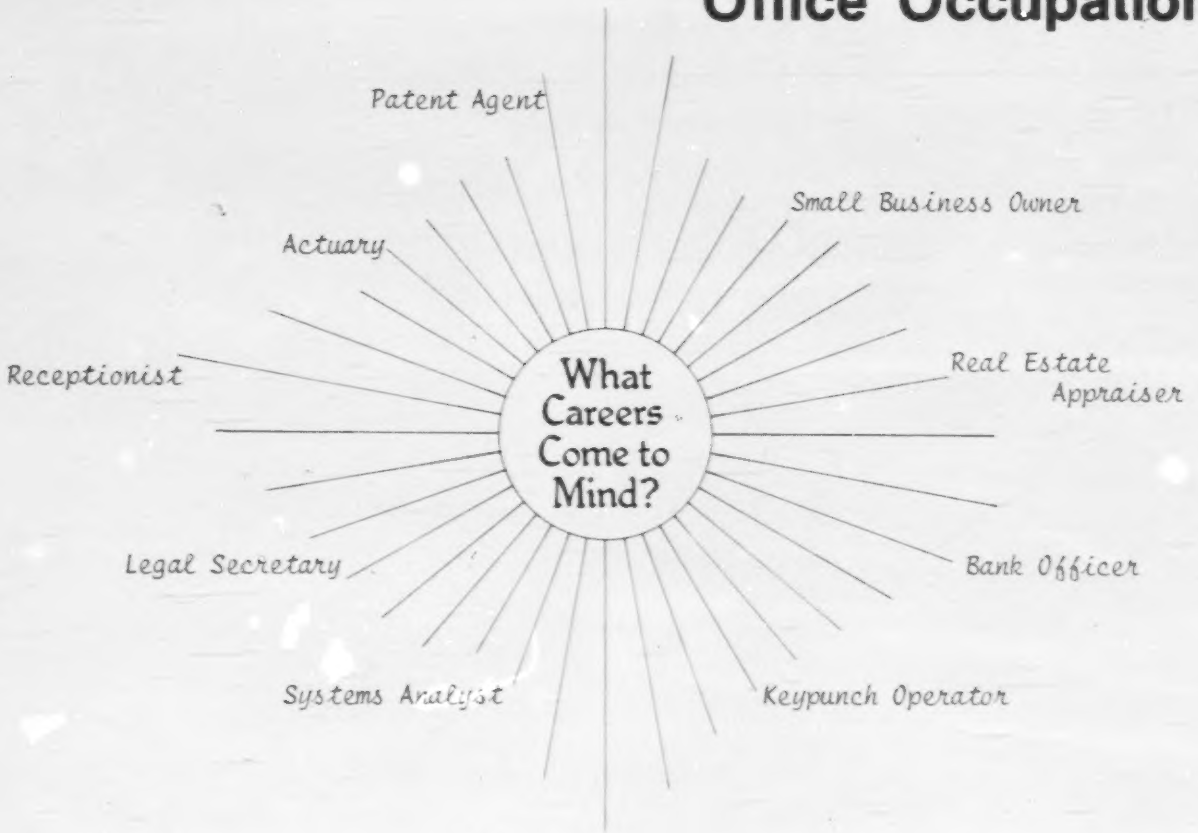
What Other School Subjects & Skills Are Important for People in MUSIC **?**

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* DISC JOCKEY	*(Occupation)*
READING	Keeps up with trade journals	
MATHEMATICS	Precise time scheduling	
COMMUNICATIONS (speech, writing)	Has verbal skills for doing commercials, record promos, news	
SCIENCE	Understands acoustics, nature of sound equipment	
SOCIAL SCIENCE (history, economics, psychology, geography)	Knows the tastes and habits of listening audiences	
BUSINESS/OFFICE	Keeps records of what's being played, makes out schedules	
HEALTH/PE	Knows to maintain healthy vocal chords, quick reaction times	
INDUSTRIAL TECHNOLOGY	Facility for operating sound equipment	
COPING SKILLS (decision making, responsibility, self-awareness)	Handles the pressure of scheduling, employer and audience demands, late hours, etc.	
HUMANITIES (art, music, literature)	Enjoys music, follows local productions	

Office Occupations



Look Around Your Community for OFFICE OCCUPATIONS **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Industrial plant	Switchboard operator, systems analyst, file clerk, shop supervisor, executives
Insurance office	File clerk, stenographers, data processers
Telephone company	Switchboard operators, typists, payroll clerk
Private business office	Secretary, accountant
Law firm	Legal secretary, court clerk
Bank	Loan officer, trust-collection clerk
City hall	License clerk, voter registration clerk

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More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Office and Professional Employees International Union
Independent Businessmen's Alliance, Inc.
Washington Society of Certified Public Accountants
Office Personnel Association
Association Management, Inc.
Office & Professional Employees International Union
Washington State Council of County & City Employees (AFL-CIO)
Local service organizations

Don't Forget Leisuretime Activities That Apply OFFICE OCCUPATIONS **Skills!**

Keeping a budget . . . balancing a checkbook . . . buying or selling a home . . . looking for a job . . . business correspondence

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
FIELD TRIP: 1. Visit a large corporation and study the vertical employment structure. Interview employees at all levels, chart directions/options for advancement related to office skills		Cooperating business manager, employees
Set up a business within the class--assign and rotate roles from entry to management level--devise office forms, create client file, invoicing systems, etc.	Mathematics class/teacher, media expert	Business managers, office employees, office equipment suppliers
INDIVIDUAL PROJECTS: 1. Correspondence for fund-raising group 2. Bookkeeping, recordkeeping for neighbors	All staff	Service clubs, Chamber of Commerce Interested neighbors

Don't stop here! Add more pages as you think of new ideas.

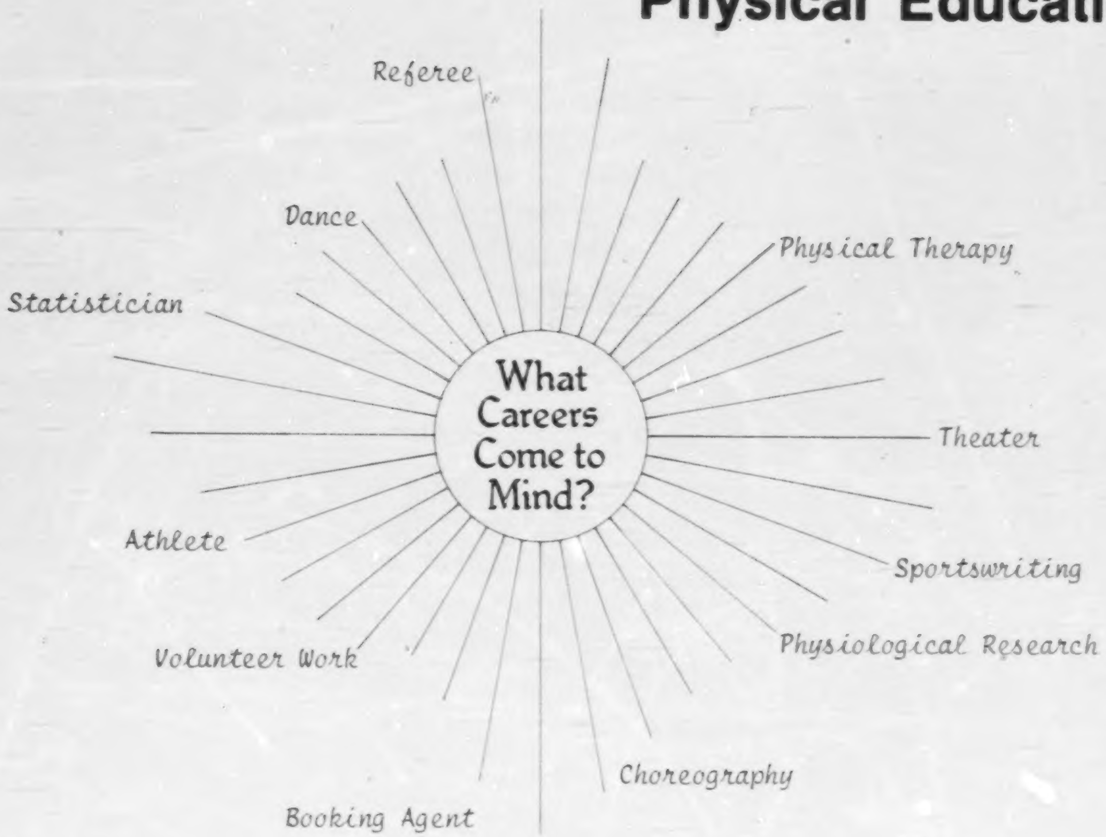
What Other School Subjects & Skills Are Important for People in OFFICE OCCUPATIONS **?**

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* LEGAL SECRETARY	*(Occupation)*
READING	Documents, correspondence, legal contracts	
MATHEMATICS	Computes fee payments, interest; interprets statistics	
COMMUNICATIONS (speech, writing)	Takes dictation, transcribes; handles telephones, correspondence	
SCIENCE	May need background for research on legal cases--technical language comprehension	
SOCIAL SCIENCE (history, economics, psychology, geography)	Knowledge of government agencies, legal constraints and explanations	
BUSINESS/OFFICE	Filing, typing, stenography, manages office	
HEALTH/PE	Needs exercise routine, good posture to combat ill effects of prolonged sitting	
INDUSTRIAL TECHNOLOGY	Technical facility with office machines, audio equipment	
COPING SKILLS (decision making, responsibility, self-awareness)	Is personable with clients	
HUMANITIES (art, music, literature)	Creativity in setting up an office, neatness	

Physical Education



Look Around Your Community for PHYSICAL EDUCATION Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Gymnasiums	Athletes, coaches, administrators
TV stations	Sportscasters, sports photographers
Theater companies	Actors, choreographers
Nursing homes	Physical therapist, recreational director
Weight control spa	Exercise leader
Dance studio	Dancers, choreographers, teachers
Research labs	Physiologists, kinesiologist, doctors
Children's hospital	Physical therapist

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More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

American Medical Association
Outward Bound
Amateur Athletic Union
Chiropractors Association
Physical Therapists Association
Parks Bureau
YMCA-YWCA--Boys' Clubs

American Heart Association
Evergreen Safety Council
Acting Unions
National Basketball Association (Seattle Sonics)
Pacific Northwest Ski (Golf) Association
Muscular Dystrophy Association

Don't Forget Leisuretime Activities That Apply PHYSICAL EDUCATION **Skills!**

Family sports . . . theater and dance appreciation . . . safety . . . volunteer neighborhood and community sports (Little League, etc.) . . . mountain climbing . . . volunteer rescue work

DON'T FORGET:
Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
Sponsor a Physical Health Day	Biology class/teacher, school nurse, cafeteria dietician, home economics class/teacher	Physical therapists, professional and amateur athletics, gymnasium director/staff, Parks & Recreations counselor
Study wilderness survival	Biology, botany, ecology class/teacher	Boy Scouts, Girl Scouts, Junior Club, professional guides, rescue rangers
INDIVIDUAL PROJECTS: 1. Serve as a life guard		Red Cross swimming instructor
2. Help organize community use of school athletic facilities	School administrators, journalism class/teacher	Parks Department, neighborhood organizations
FIELD TRIPS: 1. Visit major sports arena		Grounds keepers, arena manager, athletes who use the stadium, business and promotional staff
2. Visit and analyze services provided by health spa, gymnasium athletics clubs		

Don't stop here! Add more pages as you think of new ideas.

What Other School Subjects & Skills Are Important for People in PHYSICAL EDUCATION **?**

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* PHYSICAL THERAPIST	*(Occupation)*
READING	Reads client files, doctors reports	
MATHEMATICS	Needs computer knowledge	
COMMUNICATIONS (speech, writing)	Conveys trust to patient; communicates desire to help	
SCIENCE	Has thorough knowledge of physiology	
SOCIAL SCIENCE (history, economics, psychology, geography)	Understands the psychological aspects of health	
BUSINESS/OFFICE	Maintains records on improvement, techniques used, medicines prescribed	
HEALTH/PE	Studies the body--it's physical and mental workings	
INDUSTRIAL TECHNOLOGY	Uses specialized equipment facilities	
COPING SKILLS (decision making, responsibility, self-awareness)	Deals with people who are suffering and uncomfortable	
HUMANITIES (art, music, literature)	Uses music and visual techniques to calm/stimulate during therapy	
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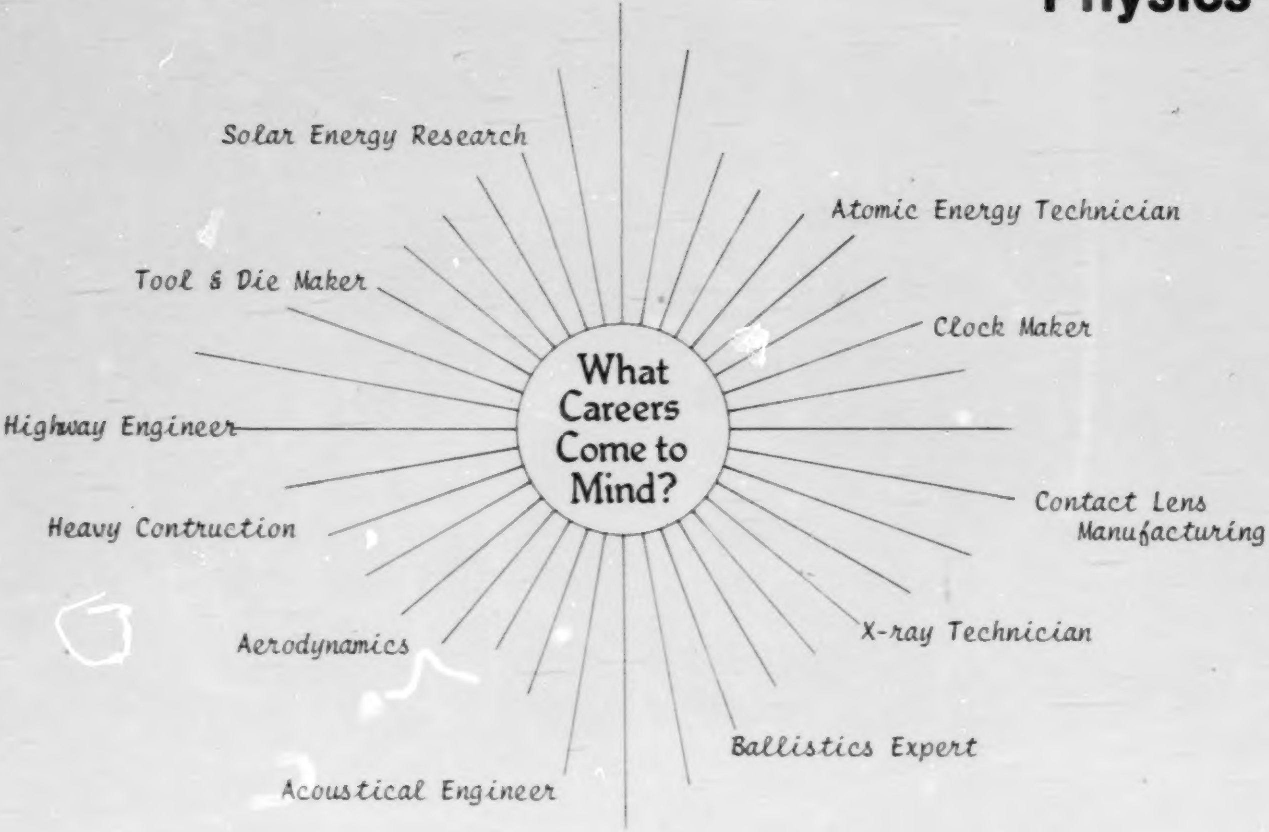
Physics



Look Around Your Community for PHYSICS Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Optometrist's office	Lens grinder, eye examiner, equipment supplier
Building materials manufacturing plant	Stress analysts, testers, metal workers
Camera store	Lens repair person
Dam site	Structural engineer, tour guides, government inspectors
Bridge/highway construction site	Highway engineers, construction crew
Hospital	X-ray technician, optics lab technician, hearing specialist
Police Department	Ballistics expert, investigative teams
Farm/ranch	Farmer, heavy equipment representatives, windmill installers, well drillers

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More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Western Building Materials Association
Pacific Northwest Steel Fabrications Association
Washington Optometric Association
State Highway Department
Electric League of the Pacific Northwest
Washington Aviation Association
Washington Environmental Council

Aerospace Industrial Unions
Boilermakers and Blacksmiths International Union
Communications Workers of America (AFL/CIO)
International Brotherhood of Electrical Workers
Marine Engineers Union
American Institute of Industrial Engineers

Don't Forget Leisuretime Activities That Apply PHYSICS **Skills!**

Efficient use of home tools . . . astronomy . . . photography . . . neighborhood playground construction . . . building crystal radios . . . maintenance of heat and ventilation in the home . . . model trains . . . building rocket kits

DON'T FORGET:
Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES (classes, people etc.)*	*COMMUNITY RESOURCES (people, places, materials)*
FIELD TRIPS:		
1. Visit a construction site using heavy machinery	Industrial arts class/ teacher	Job supervisor, engineers, heavy equipment operators
2. Visit a hardware store to discover how physics is involved in tools and equipment		Store owner, equipment repair person
Study a concept of physics such as friction--how does it relate as a necessity (automobile brakes) and as a nuisance (bike tire scrapes bike rim) in so many products	All staff (use of small motors, chalk on a board, etc.)	Small appliance repair person, locksmith, hardware store manager, gardeners, fixit shop owners
What are the ways in which energy is put to use in our community? What kinds of energy are used?	Home economics teacher/ class, industrial arts teacher/class, chemistry teacher/class, music teacher/ class, cafeteria custodians	Appliance sales people, heating and cooling shops, farmers, industries, power plants, contractors

Don't stop here! Add more pages as you think of new ideas.

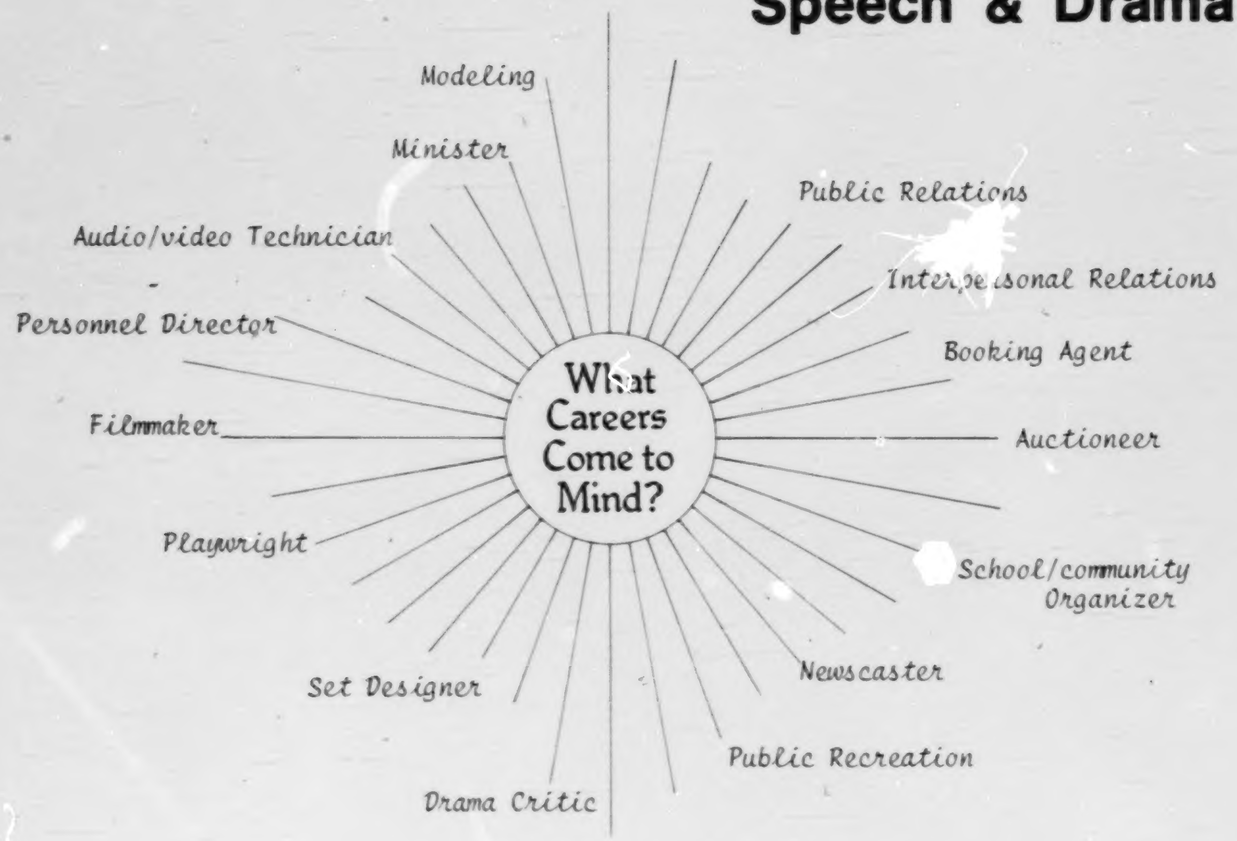
What Other School Subjects & Skills Are Important for People in PHYSICS**?**

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* HIGHWAY ENGINEER	*(Occupation)*
READING	Reads journals, manuals, blueprints	
MATHEMATICS	Calculates degree of slope for banking curves	
COMMUNICATIONS (speech, writing)	Writes government reports	
SCIENCE	Geology, physics, chemistry	
SOCIAL SCIENCE (history, economics, psychology, geography)	Understands geography, climate; community transportation needs	
BUSINESS/OFFICE	Uses office equipment, maintains files	
HEALTH/PE	Safety consciousness and stamina needed around construction sites	
INDUSTRIAL TECHNOLOGY	Knows equipment	
COPING SKILLS (decision making, responsibility, self-awareness)	Is sensitive to environmental impact of highway construction	
HUMANITIES (art, music, literature)	Works with landscape designers for non-distracting, pleasant highway corridors	

Speech & Drama



Look Around Your Community for SPEECH/DRAMA **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Parks Bureau	Community school directors, performing arts instructors, recreation coordinators
City hall	Elected officials, lawyers, public planners, speech writers
Large businesses/corporations	Personnel directors, company officials, public relations staff
Department stores	Window display designers, salespersons, models
Civic and service groups	Public speakers, public relations staff, fund raisers
Colleges	Lecturers, group therapists, counselors
Special schools and medical facilities	Speech pathologists, therapists, speech and hearing specialist

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More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

American Women in Radio and Television
National Academy of Television Arts & Sciences
Washington State Association of Broadcasters
Washington Society of Association Executives
American Society for Public Administration
Toastmasters/Mistresses of America
Association of Washington Cities
Speech and Hearing Clinics
Opera Guilds
American Civil Liberties Union
League of Women Voters
Advertising and Sales Associates
Performing Arts Association
Washington State Trial Lawyers Association
Central Washington Fair Association
Seafair, Inc.
Chambers of Commerce
American Federation of Television and Radio Artists (AFTRA)
Future Teachers of America
Theatrical Stage Employees Union
Junior League
Washington Association for Children with Learning Disabilities

Don't Forget Leisuretime Activities That Apply SPEECH/DRAMA **Skills!**

Community theatre . . . scout leader . . . children's theatre . . . reading to and playing with children . . . entertaining friends . . . community planning . . . creative writing . . . neighborhood associations . . . local politics and public causes . . . PTA . . . volunteer in the schools . . . museum guide . . . Sunday school teacher

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	OTHER SCHOOL RESOURCES (classes, people etc.)	COMMUNITY RESOURCES (people, places, materials)
Learn the techniques of role-playing as a way of analyzing and resolving problems; have students act out given situations (a recent family conflict, a put-down based on sex role stereotyping, an argument with a friend, etc.) and then discuss the interaction that took place	Counselors, speech/drama teachers, psychologists	Psychologists, specialist in group processes and interaction Films/filmstrips on role-playing and discussion techniques from city library
Learn to express selves creatively through film and videotape: document some common experience--for example, a weekend adventure, a school sports activity, going home from school. Have students show their work; discuss the various interpretations	Photography teacher or adviser, school district media specialist	Television camera person, filmmakers; 8mm cameras, portable videotape equipment
Attend a city council meeting on a particularly important or volatile community issue; listen and evaluate the various speakers on criteria established ahead of time	Political science class/teacher, journalism class/teacher	Elected officials, community group representatives, local newspeople

Don't stop here! Add more pages as you think of new ideas.

What Other School Subjects & Skills Are Important for People in SPEECH/DRAMA?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

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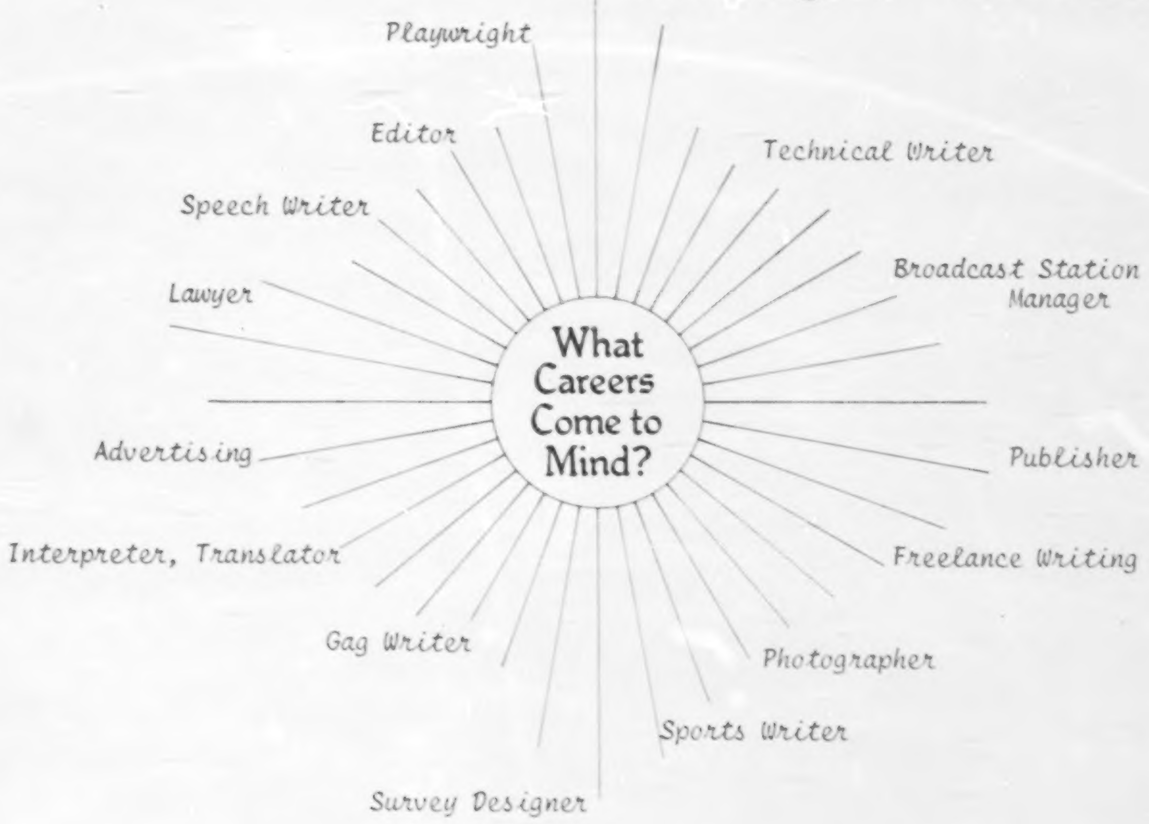
School Subjects and Skills	*(Occupation)* NEWSCASTER	*(Occupation)*
READING	Continual--background material as well as news of the day; good comprehension; speed reading	
MATHEMATICS	Basic computations--comparing statistics, checking for accuracy, figuring precents, etc.	
COMMUNICATIONS (speech, writing)	Clear diction and delivery; skill in both writing and public speaking; interviewing	
SCIENCE	May need familiarity with basic principles in analyzing and interpreting some news stories	
SOCIAL SCIENCE (history, economics, psychology, geography)	Understands human nature; psychology; interpersonal relations skills	
BUSINESS/OFFICE	Typing, filing, recording data	
HEALTH/PE	Physical requirements of job (long hours, high pressure, etc.) require personal fitness (physical and mental)	
INDUSTRIAL TECHNOLOGY	General understanding of equipment, manufacturing, labor relations and local industries may help in covering the news	
COPING SKILLS (decision making, responsibility, self-awareness)	Needs creative thinking and decision-making skills; able to function under pressure; patient and tolerant of others	
HUMANITIES (art, music, literature)	Familiarity with the arts and their place and impact in the community	

Writing & Journalism



Look Around Your Community for WRITING & JOURNALISM **Skills at Work**

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	PEOPLE AT WORK
Radio or tv station	Script writers, editors, news analysts, reporters
Advertising agency	Promotional writers (i.e., billing ad inserts, tv commercials)
Local publishing house	Publisher, editor, authors, proofreaders
Engineering firm	Service manual writers, technical editor
Print shop	Writers, proofreaders, designers
State capitol	Speech writer, public relations
Law office	Lawyers
Churches	Ministers

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Washington Newspaper Publisher's Association
National Academy of Television Arts & Sciences
Washington State Association of Broadcasters
American Association of Advertising Agencies
Allied Daily Newspapers
Seattle Advertising Federation
American Women in Radio and TV
Washington Press Women

Don't Forget Leisuretime Activities That Apply *WRITING & JOURNALISM* **Skills!**

Correspondence . . . composing songs . . . keeping daily journals . . . following and analyzing news reports . . . writing poetry . . . volunteer editor/writer of club newsletter

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES* *(classes, people etc.)*	*COMMUNITY RESOURCES* *(people, places, materials)*
FIELD TRIPS:		
1. Newspaper office		Editor, copy writers, proofreaders, publisher
2. Publishing house	School or district public relations officer	
3. Radio or tv station	Speech class, audiovisual specialist	Station manager, script writers, reporters
INDIVIDUAL STUDENT PROJECTS:		
1. Advertise a school event or offer regular service of writing publicity mailouts	All administrators/teachers, art department, district printing office	Advertising agencies, paper companies
2. Produce one or several news broadcasts for in-school or local station	Speech class/teacher, drama class/teacher, a-v specialists, administrators; video and sound equipment	Local station scriptwriters, producers, reporters
3. Research and create a school display with samples of writing used in all occupations	Graphic arts department all-school staff	Business owners, publishers, printers; ad mailouts, product packages, service manuals

Don't stop here! Add more pa[illegible] you think of new ideas.

What Other School Subjects & Skills Are Important for People in WRITING & JOURNALISM?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities — find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

Don't stop with this sheet. Blank grids are available for reproduction. Fill in your own list of school subjects and skills. See the Teacher Guide for more ideas on analyzing jobs.

School Subjects and Skills	*(Occupation)* REPORTER	*(Occupation)*
READING	May edit copy written by others	
MATHEMATICS	Understands and correctly uses statistics	
COMMUNICATIONS (speech, writing)	Interviews personalities for stories	
SCIENCE	Needs background for good research on stories	
SOCIAL SCIENCE (history, economics, psychology, geography)	Has a sense of history and geography, knows world affairs	
BUSINESS/OFFICE	Needs good typing skills	
HEALTH/PE	Is in shape for actively following news leads; works long hours	
INDUSTRIAL TECHNOLOGY	Photography skills; may need to handle tape recorders, news cameras	
COPING SKILLS (decision making, responsibility, self-awareness)	Deals with people in tragic or crisis situations	
HUMANITIES (art, music, literature)	Works with artists and layout designers	

____
(subject area)

What Careers Come to Mind?

Look Around Your Community for ________________________ Skills at Work

List occupations and sites in your community where this subject area is applied. Think about how you can use resource speakers and field trips. Make the list reflect the unique character of *your* community. (See the Teacher Guide for hints on how to make use of people and places.)

PLACES	*PEOPLE AT WORK*

(continued on the next page)

More Places & People

(Use this space to add your own ideas)

Contact Organizations That Relate to This Subject

Here are examples of organizations that might help with career education activities in your subject area. Are these represented in your community? List any more you know. Fill out an Evergreen Resource Page for those you contact.

Don't Forget Leisuretime Activities That Apply ______ Skills!

DON'T FORGET:

Have you identified your objectives? How do they relate to your school or district's career education goals?

Bringing School & Community Resources Together

STUDENT ACTIVITIES	*OTHER SCHOOL RESOURCES* *(classes, people etc.)*	*COMMUNITY RESOURCES* *(people, places, materials)*

Don't stop here! Add more pages as you think of new ideas.

What Other School Subjects & Skills Are Important for People in ______________________________?

With your help, community resource people can identify the daily skills and knowledge they apply in their work. This grid shows how school learning can be related to careers. Go beyond generalities – find out what skill *levels* are needed, ask resource speakers to *show* the kinds of materials and tasks they encounter and to *specify how much* education/training they had (or wished they had) for each subject.

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School Subjects and Skills	*(Occupation)*	*(Occupation)*